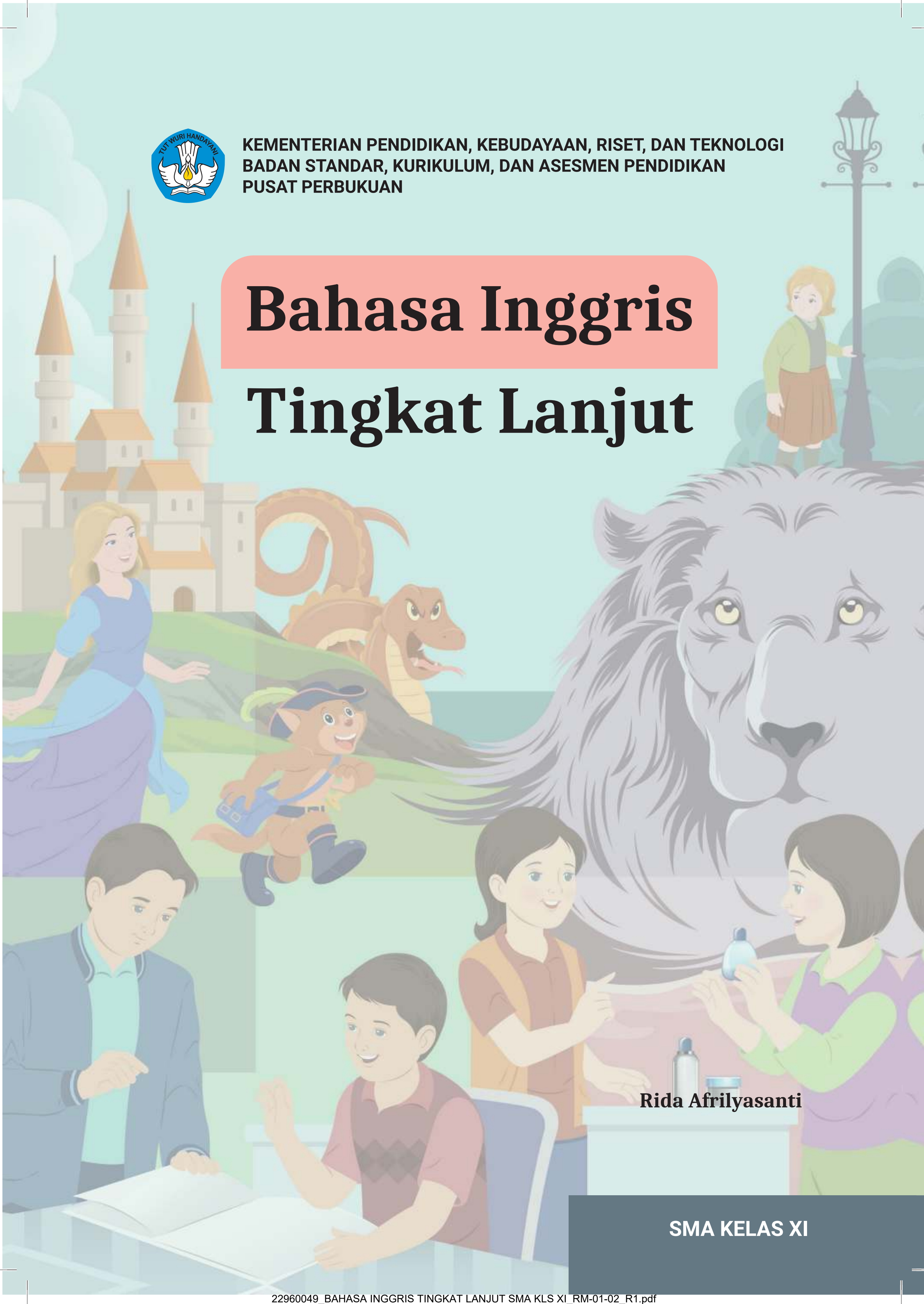


KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN
PUSAT PERBUKUAN

Bahasa Inggris Tingkat Lanjut

Rida Afrilyasanti

SMA KELAS XI

Bahasa Inggris Tingkat Lanjut
untuk SMA Kelas XI

Penulis
Rida Afrilyasanti

Penelaah
Emi Emilia
Windy Hastasasi

Penyelia/Penyelaras
Supriyatno
E. Oos M. Anwas
Emira Novitriani Yusuf

Ilustrator
Yol Yulianto

Penyunting
Raden Safrina Noorman
Made Ayu Utami Chandra Dewina

Penata Letak (Desainer)
Kiata Alma Setra

Penerbit
Pusat Perbukuan
Badan Standar, Kurikulum, dan Asesmen Pendidikan
Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
Komplek Kemendikbudristek Jalan RS. Fatmawati, Cipete, Jakarta Selatan
https://buku.kemdikbud.go.id

Cetakan pertama, 2021
ISBN 978-602-244-862-4 (no.jil.lengkap)
ISBN 978-602-244-863-1 (jil.1)

Isi buku ini menggunakan huruf Caladea 12/16 pt, Carolina Giovagnoli and Andrés Torresi
xiv, 202 hlm.: 17,6 x 25 cm.

Kata Pengantar

Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi sesuai tugas dan fungsinya mengembangkan kurikulum yang mengusung semangat merdeka belajar mulai dari satuan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah. Kurikulum ini memberikan keleluasaan bagi satuan pendidikan dalam mengembangkan potensi yang dimiliki oleh peserta didik. Untuk mendukung pelaksanaan kurikulum tersebut, sesuai Undang-Undang Nomor 3 Tahun 2017 tentang Sistem Perbukuan, pemerintah dalam hal ini Pusat Perbukuan memiliki tugas untuk menyiapkan Buku Teks Utama.

Buku teks ini merupakan salah satu sumber belajar utama untuk digunakan pada satuan pendidikan. Adapun acuan penyusunan buku adalah Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 958/P/2020 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah. Sajian buku dirancang dalam bentuk berbagai aktivitas pembelajaran untuk mencapai kompetensi dalam Capaian Pembelajaran tersebut. Penggunaan buku teks ini dilakukan secara bertahap pada Sekolah Penggerak sesuai dengan Keputusan Menteri Pendidikan dan Kebudayaan Nomor 162/M/2021 tentang Program Sekolah Penggerak.

Sebagai dokumen hidup, buku ini tentunya dapat diperbaiki dan disesuaikan dengan kebutuhan. Oleh karena itu, saran-saran dan masukan dari para guru, peserta didik, orang tua, dan masyarakat sangat dibutuhkan untuk penyempurnaan buku teks ini. Pada kesempatan ini, Pusat Perbukuan mengucapkan terima kasih kepada semua pihak yang telah terlibat dalam penyusunan buku ini mulai dari penulis, penelaah, penyunting, ilustrator, desainer, dan pihak terkait lainnya yang tidak dapat disebutkan satu per satu. Semoga buku ini dapat bermanfaat khususnya bagi peserta didik dan guru dalam meningkatkan mutu pembelajaran.

Jakarta, Desember 2021
Plt. Kepala Pusat,

Supriyatno
NIP 19680405 198812 1 001

Prakata

Pada abad 21 ini, peserta didik dituntut untuk mampu mengikuti perkembangan teknologi informasi dan komunikasi. Sebagai salah satu upaya mempersiapkan peserta didik dengan tuntutan abad 21, pemerintah menetapkan kurikulum yang menekankan pada pembelajaran aktif dan berfokus kepada peserta didik aktif mencari informasi dari berbagai sumber dengan memanfaatkan kecanggihan teknologi dan aktif membagikan gagasan mereka. Untuk dapat mencari informasi, melakukan penelitian dan inovasi mutakhir dengan memanfaatkan teknologi, pemahaman bahasa sangatlah diperlukan. Di lain sisi, pemahaman teknologi juga dapat mendorong kecakapan Bahasa Inggris. Kecakapan bahasa Inggris dan kemampuan menggunakan teknologi memungkinkan peserta didik untuk mengakses lebih banyak pengetahuan, menemukan kolaborator global dan membagikan gagasan mereka kepada pemirsa/pembaca yang lebih luas.

Sejalan dengan kebutuhan pemahaman bahasa peserta didik, buku ini disusun dengan tujuan untuk menyediakan materi pembelajaran Bahasa Inggris yang sejalan dengan Capaian Pembelajaran (CP) untuk Bahasa Inggris Tingkat Lanjut, Fase F. Pada akhir fase, peserta didik diharapkan mampu menggunakan teks lisan, tulis, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Peserta didik juga diharapkan mampu menggunakan bahasa Inggris sederhana untuk berdiskusi dan menyampaikan keinginan/perasaan, mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual, memahami teks secara mendalam, dan memproduksi teks lisan dan tulis dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam.

Berbagai jenis teks seperti naratif, eksposisi, dan diskusi menjadi teks rujukan utama dalam mempelajari Bahasa Inggris di Fase F. Akan tetapi, dalam buku **Bahasa Inggris Tingkat Lanjut Kelas XI,** materi-materi

yang disajikan berfokus pada bentuk teks jenis naratif dan eksposisi. Sedangkan materi-materi untuk jenis teks diskusi akan dipelajari pada **Bahasa Inggris Tingkat Lanjut Kelas XII.** Selain itu, karena buku ini ditujukan sebagai buku Bahasa Inggris tingkat lanjut, maka pelajaran yang disajikan dalam buku ini bersifat pengayaan dari materi-materi yang telah dipelajari dalam pelajaran Bahasa Inggris di kelas reguler. Oleh karenanya, sebelum mempelajari buku ini, peserta didik diharapkan telah menyelesaikan pembelajaran di kelas Bahasa Inggris reguler (Fase A-E).

Secara langsung maupun tidak langsung, kegiatan-kegiatan pembelajaran dalam buku teks pelajaran ini juga memfasilitasi peserta didik untuk dapat mengintegrasikan nilai–nilai karakter sebagaimana yang termuat dalam Profil Pelajar Pancasila, kecakapan abad 21, literasi, HOTS (*Higher Order Thinking Skills*), dan keterampilan revolusi industry 4.0. Dalam menggunakan buku ini, guru diharapkan dapat memfasilitasi kegiatan-kegiatan belajar peserta didik sesuai dengan keadaan lingkungan sosial dan konteks mengajar. Selain itu, guru juga diharapkan dapat memperkaya isi buku dengan mengkreasikan kegiatan-kegiatan pembelajaran yang ada sesuai dengan kebutuhan belajar masing-masing peserta didik.

Buku ini dapat tersusun berkat dukungan dari semua pihak. Oleh karena itu, kami mengucapkan terimakasih kepada semua pihak yang telah membantu dalam penyusunan buku ini. Terimakasih yang sebesar-besarnya kami sampaikan kepada penelaah buku, Prof. Emi Emilia, M.Ed.,Ph.D. dan Windy Hastasasi, M.Pd. serta pihak-pihak lain yang tidak dapat kami sebutkan satu persatu. Di samping itu, kami menyadari bahwa buku ini tentunya masih perlu untuk terus diperbaiki dan disempurnakan. Oleh karena itu, saran, masukan dan kritik dari pembaca sebagai upaya perbaikan dan penyempurnaan buku ini sangat diharapkan. Akhirnya, kami berharap bahwa buku ini dapat memberikan manfaat bagi upaya peningkatan kualitas pembelajaran di Indonesia.

Tim Penulis

Tabel of Contents

List of Picture

Content Mapping

UNIT 1 LEGEND

Linguistic Elements	Skill Focus
Vocabulary: Traditions and parts of narrative texts **Grammar:** Action verbs, past tense, and sequence words	**Reading:** Legends which include issue around environmental awareness **Listening:** Legends in the topics of sacrifice, trust, and honesty **Writing:** Drafting, writing a story lay out and story planner, proofreading, writing, revising, furnishing and publishing **Speaking:** Story presentation and story analysis

UNIT 2 FAIRY TALE

Linguistic Elements	Skill Focus
Vocabulary: Fantastic forces **Grammar:** Noun phrases, and adverbs of time, place and manner	**Reading:** Fairy tales which include issues around self-concept and well-being **Listening:** Fairy tales in the topics of ingenuity and right-wrong action **Writing:** Drafting, writing a story lay out and story planner, proofreading, writing, revising, furnishing and publishing **Speaking:** Storytelling

UNIT 3 FANTASY

Linguistic Elements	Skill Focus
Vocabulary: Impossible or magic systems **Grammar:** Adjective clauses to adjective phrases, and reported speech	**Reading:** Fantasy story in the topics of sacrifice, trust, and bravery **Listening:** Fantasy story which include issues around financial literacy **Writing:** Drafting, writing a story lay out and story planner, proofreading, writing, revising, furnishing and publishing **Speaking:** Inside-outside circle story sharing and discussions

UNIT 4 ANALYTICAL EXPOSITION TEXT

Linguistic Elements	Skill Focus
Vocabulary: Cases and phenomenon, elements of analytical exposition **Grammar:** Simple present tense, relational processes, causal conjunction or nominalization, emotive words and connectives	**Reading:** Analytical exposition texts in the topics of library and deforestation **Listening:** Analytical exposition in the topic of Covid-19 Vaccine **Writing:** Mind mapping, drafting, proofreading, writing, revising, furnishing and publishing **Speaking:** Presentation

UNIT 5 HORTATORY EXPOSITION TEXT

Linguistic Elements	Skill Focus
Vocabulary: Social phenomenon and technology **Grammar:** Abstract noun, modal adverb, temporal connectives or time connectives,	**Reading:** Hortatory exposition in the topic of technology in classroom **Listening:** Hortatory exposition which includes issue around nutrition and well-being **Writing:** Mind mapping, drafting, proofreading, writing, revising, furnishing and publishing **Speaking:** Presentation and discussion

Learning Instructions

Here are some suggestions on how you can use the book:

1. Read a specific part of the book based on the instructions given by your teacher. You can use the content mapping or the list of contents as a guide.
2. Study the concepts provided in each unit. You can discuss with your friends or ask your teacher if you find some difficulties in understanding the concept materials.
3. Highlight important information from each unit. You can write down the most valuable lessons and information (in your own words) in order to memorize the information better.
4. Do the activities provided in each unit.
5. Test your understanding of each unit by doing the 'Formative Assessment' section.
6. Recap the unit you just have learned and reflect on your own learning by answering the questions in the 'Reflection section'.

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI REPUBLIK INDONESIA, 2021
Bahasa Inggris Tingkat Lanjut
untuk SMA Kelas XI
Penulis : Rida Afrilyasanti, Anik Muslikah Indriastuti
ISBN : 978-602-244-863-1

Unit 1



Legend

After learning this unit, you are expected to be able to:

1. Identify the different characteristics of a legend, including social functions and text structures.
2. Identify some of the linguistics features of a legend, namely: action verbs, past tense, and sequence words.
3. Understand implicit and explicit information (main ideas and detailed information) from the texts.
4. Rewrite a legend with an appropriate schematic structure and linguistic features.
5. Present or retell the story in focus.

A. My Initial Understanding



Picture 1.1 Papua

Look at the picture and discuss the following questions with a partner. Remember to respect each other's answer.

1. What island of Indonesia is shown in the picture?
2. What do you know about that area?
3. Do you know any legend from that area? Tell us about it.
4. Do you know any legend that are passed down in your area? Compared to the area shown in the picture, is the legend in your area similar or different?

There are different types of narrative texts, for instance: legend, fairy tales, fantasy, myth, or romance. **Narrative texts** are generally imaginative and aimed to entertain or amuse the readers. In this unit, you are going to learn narrative text in the form of a legend.

B. Reading

Activity 1

Have you ever read a legend? What is it about? Can you identify the elements of a legend? In order to help you understand a legend, let's learn some of the literary words below.

Characterization	a description or the distinctive nature or feature (it can be physical, emotional, mental and social qualities) of someone or something to distinguish one individual from another.
Setting	the time and place when or where the story takes place.
Plot	the sequence of events that make up a story.
Orientation	introduction to the characters, setting and directions of the story.
Complication	struggles or problems faced by the characters.
Climax	the peak point of the problem or the highest point of tension in the story.
Resolution	the end of the story.
Moral	the lesson that story teaches to the readers.

As a type of the narrative text, a legend also has **elements** such as characters, characterization, setting, plot, and moral value. The plots or **structures** of a narrative text include orientation, complication, climax as well as resolution, and sometimes explicitly contains moral values called coda.

Activity 2

Before reading a legend, let's learn some vocabulary from the story. Study the bold typed words and their meanings.

Vocabulary Items of The Legend of the Holy Stone		
	Sago = edible starch obtained from a particular tree growing in freshwater swamps in Southeast Asia.	Kamboi Rama was a residence for Kamboi people, and Aroempu was a **sago** plantation owned by God Iriwonawani.
	Tifa = a traditional wooden tubular-shaped musical instrument that is originated from Maluku and Papua.	Whenever the ***tifa*** sounded, all Kamboi people would gather at Aroempu.
	Holy = sacred or dedicated to God or a religious purpose.	On the mountain, Irimiami and Isoray finally told the people about the stone, which they called 'the **holy** stone.'
	Chanted = said or shouted repeatedly in a singsong tone.	All the people **chanted** and danced around the holy stone, worshipping it and passing Irimiami's and Isoray's story of finding the stone.
	Worship = show a strong feeling and adoration for God	The stone has become a sacred stone that they **worship** annually.

Practice

Work in pairs. Pick two or three questions to discuss with your partner. Ask and answer each other's questions. Include the words in bold for your answer.

1. Are there any **holy** items from the place of your origin? What are they?
2. **Tifa** is a traditional musical instrument in Indonesia, what do you know about it? Are there any difference with the traditional musical instruments from your area?

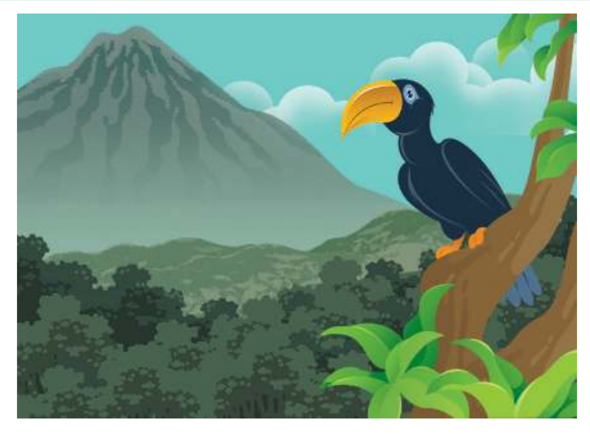
3. What is **sago** for in the Indonesian culture?

4. How do you maintain the tolerance in **worshiping** and praying?

5. Have you ever seen people chanting? What it is for?

Activity 3

Now, read a legend entitled 'The Legend of the Holy Stone.' While reading, pay attention to the characters and the events told in the story.

The Legend of The Holy Stone	Title
 Picture 1.2 Komboi Rama Mountain A Long time ago, up on the Kamboi Rama mountain, there were two villages, Kamboi Rama and Aroempu. Kamboi Rama was a residence for Kamboi people, and Aroempu was a **sago** plantation owned by God Iriwonawani, who also owned a tifa. Whenever the **tifa** is played, the Kamboi people would gather. Every day, the Kamboi women would go to Aroempu to cut sago for their meals. As time passed by, the sago trees were becoming scarcer. God Iriwonawani got really angry, "Get out of here! Don't just cut but sow and plant!" Because they were scared, the Kamboi people moved to the coastal area and named themselves Randuayaivi. However, upon the mountain, there still lived a couple of husband and wife, Irimiami and Isoray.	Orientation

The Legend of The Holy Stone

Title

Complication

One day, on their way home after a hunt in the jungle, being tired, Irimiami and Isoray decided to rest. Irimiami sat on the ground leaning on a tree. Meanwhile, Isoray was still finding a place to sit. She saw a large stone and thought that it would be comfortable to sit on. As she sat, all of a sudden, Isoray shouted and jumped off the stone. “Ouch! The stone is so hot that I almost got burned!” Isoray cried. “What is it, dear?” Irimiami who almost fell asleep immediately stood up, startled by his wife’s screams. “I don’t know what happened either, but this stone feels really hot.” answered Isoray in panic.

A short time later, in their astonishment, smoke came out of that stone. Curious, Irimiami tried to sit on that stone. “Ouch! It’s really hot!” he shouted. Becoming more curious, the couple decided to test the stone’s heat. “How if we put this venison on that stone?” said Irimiami. “Let’s just try, dear,” answered Isoray. Exquisite smells came from the burning meat. As it was ready, they ate them up. “What a delicious piece of meat” or “This meat is so delicious,” Irimiami said happily. Unsatisfied with what they had found, they continued testing the stone. “Let’s try to put these bamboo stems,” said Isoray. “Let’s try these grass and leaves,” Irimiami added. “How about that timber!” shouted Isoray. Day by day, they kept on testing the stone.

One bright day, they gathered more grasses and put them on the stone. The grasses burned quickly and spread to the surrounding plants, the fire got bigger. They started to panic. “My husband, we’ve burned this place.” Isoray cried in fear. “It’s a big disaster and we can’t stop. Let’s meet God Iriwonawani for help,” said Irimiami in tremble. They ran to God Iriwonawani.



Picture 1.3 The stone

“My Lord, please help us put out the fire,” begged them. “Well, I shall help on the condition that you stop that harming act of yours,” said the God.

The Legend of The Holy Stone	Title
“We promise, my Lord,” they said. With a magical power, the fire could finally be stopped. Nevertheless, it seemed that they had not learned from their mistakes. They kept on testing the stone, until one day they started a really big fire that did not stop for seven days and nights. They were really terrified and could not do anything but asked God Iriwonawai for help. Finally, the sounds of the tifa were heard again after a long time. All Randuayaivi people ran to Kamboi mountain, witnessed the burning forest which was again successfully extinguished by God Iriwonawani. On the mountain, Irimiami and Isoray finally told the story of ‘the **holy** stone.’ The following day, all Randuayaivi people came back to the mountain bringing food items. All those food items were put on the holy stone and the traditional feast took place for three days and nights. All the people **chanted** and danced around the holy stone, worshipping it and passing the holy stone story. People of Papua, particularly those of the Yapen islands, sanctify the fire stone hitherto. The stone has become a sacred stone that they **worship** annually. source: http://ceritarakyatnusantara.com/en/folklore/59-the-legend-of-the-holy-stone	**Resolution**

Activity 4

Work in pairs. Discuss these questions.

Access and retrieve

1. What is the legend about?
    a. Problems encountered by Irimiami and Isoray in Kamboi Rama Mountain.
    b. Irimiami’s and Isorays’ struggles to introduce and glorify the holy stone.
    c. The discovery of a stone that marks a traditional feast in Papua.
    d. The story of a husband and wife in overcoming a big forest fire.
    e. The story of a husband and wife in finding a sacred stone.

2. What kind of persons are Irimiami and Isoray?
   a. Probing
   b. Shameless
   c. Ambitious
   d. Self-centered
   e. Hardworking
3. The tone used during the time God Iriwonawani answered the couple's begging to stop the fire is best described as ...
   a. wise
   b. lenient
   c. angry
   d. imperious
   e. sympathetic.

Integrate and interpret

4. How did Irimiami and his wife finally learn from things that happened to them?

   Answer: ____

5. There is a saying, 'Curiosity killed the cat, but satisfaction brought it back.' It means that being curious can sometimes lead someone to danger or misfortune, but it may also lead them to satisfaction because they manage to find what they're searching for. How does this saying apply to the legend of the holy stone?

   Answer: ____

Reflect and evaluate

6. What would you do if you were Irimiami or Isoray? Why would you do that?

   Answer: ____

7. What do you learn from Irimiami's and Isoray's curiosity?

   Answer: ____

8. Have you ever been really curious about things? How did you handle it? Did it bring you good or bad things?

   Answer: ____

Activity 5

Which part of the legend do you like best? In order to ensure your understanding, match the paragraphs with the main ideas.

Paragraphs	Main Ideas
1	a couple left on Kamboi Rama mountain
2	how Kamboi people earned foods
3	the discovery of the holy stone
4	the fire
5-6	the feast
7-9	God Iriwonawani's anger
10-12	Irimiami's and Isoray's curiosity
13-14	villages in Kamboi Rama mountain

Activity 6

Now, learn about the story structures. Reread 'The Legend of The Holy Stone.' Answer the questions provided in the table with details from the story and highlight the expressions.

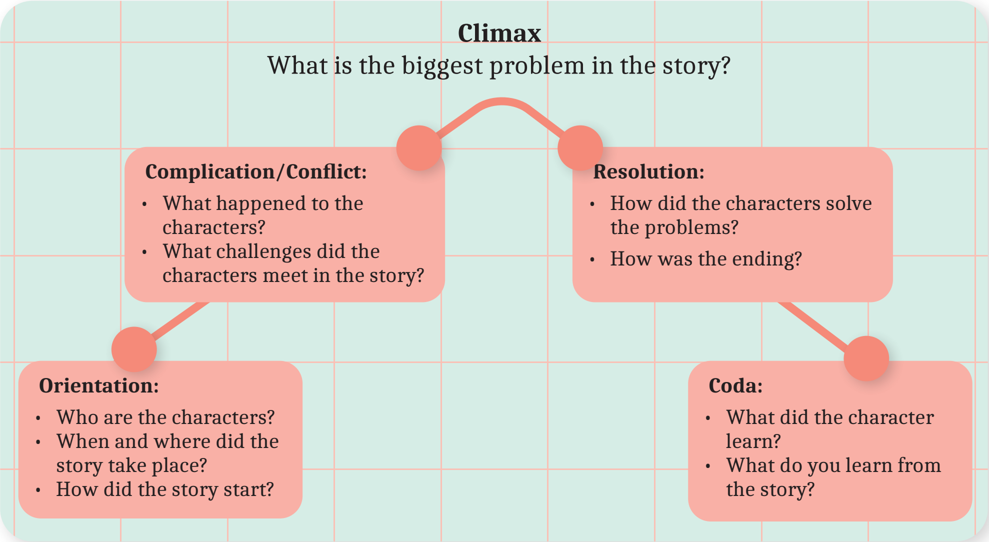
Structures	Text	Language Features
Orientation: • Who are the characters? • When did the story take place?	A long time ago, Kamboi Rama mountain, there were two villages, Kamboi Rama and Aroempu. Kamboi Rama was a residence for Kamboi people, and Aroempu was a **sago** plantation owned by God Iriwonawani, who also owned a *tifa*. Whenever the *tifa* sounded, all Kamboi people would gather. Every	Highlight the expressions to show: • Characters (E.g.: ....a sago plantation owned by God Iriwonawani, who also owned a tifa.

Structures	Text	Language Features
• Where did the story take place? • How did the story start?	day, the Kamboi women would go to Aroempu taking sago for their meals. As time passed by, the sago trees were becoming scarcer. God Iriwonawani got really angry, "Get out of here! Don't just take but sow and plant!" Being scared, Kamboi people migrated to the coastal area and named themselves Randuayaivi. However, upon the mountain, there still lived a couple of husband and wife, Irimiami and Isoray.	• Setting of time (E.g.: long time ago) • Setting of place (E.g.: upon Kamboi Rama Mountain) Find more.
Complication: • What happened to the characters? • What challenges did the characters encounter in the story? Climax: • What is the biggest problem in the story?	One day, on their way home after a hunt in the jungle, tired, Irimiami and Isoray decided to rest. Irimiami sat on the ground leaning on a tree. Meanwhile, Isoray was still finding a place to sit. She saw a large stone and thought that it would be comfortable to sit on it. As she sat, all of a sudden, Isoray shouted and jumped off the stone. "Ouch! The stone is so hot that I almost got burned!" Isoray cried. "What is it, dear?" Irimiami who almost fell asleep immediately stood up, startled by his wife's screams. "I don't know what happened either, but this stone feels really hot." answered Isoray in panic. A short time later, in their astonishment, wisps of smoke came out of that stone. Being curious, Irimiami tried to sit on that stone. "Ouch! It's really hot!" he shouted. Becoming more curious, that couple decided to test the stone's heat. "How if we put this venison on that stone?" said Irimiami.	Highlight the words to show: • Sequence of events (E.g.: one day) • Problems or conflicts (E.g.: shouted and jumped off, cried) Find more.

Structures	Text	Language Features
	"Let's just try, dear," answered Isoray. Exquisite smells came from the burning meat. As it was ready, they ate them up. "What delicious meat," Irimiami said happily. Still being unsatisfied with what they had found, they continued testing the stone. "Let's try to put these bamboo stem on it," said Isoray. "Let's try these grass and leaves," Irimiami added. "How about that timber!" shouted Isoray. Day by day, they kept on testing the stone. One a bright day, they gathered more grasses and put them on the stone. The grasses burned quickly and spread to the surrounding plants, the fire got bigger. They started to panic. "My husband, we've burned this place." Isoray cried in fear. "It's a big disaster and we can't stop it in our own. So, let's meet God Iriwonawani for help," said Irimiami in tremble. They ran to God Iriwonawani. "My Lord, please help us put out the fire," begged them. "Well, I shall help on the condition that you stop that harming act of yours," said the God. "We promise, my Lord," they said. With magical power, the fire could finally be stopped. Nevertheless, it seemed that they had not learned from their mistakes. They kept on testing the stone, until one day they started a really big fire that did not stop for seven days and nights. They were really terrified and could not do anything but asked God Iriwonawai for help.	

Structures	Text	Language Features
Resolution: • How did the characters solve the problems? • How was the ending? Coda: • What did the characters learn? • What do you learn from the story?	Finally, the sounds of the tifa were heard again after a long time. All Randuayaivi people ran to Kamboi mountain, witnessed the burning forest which was again successfully extinguished by God Iriwonawani. On the mountain, Irimiami and Isoray finally told the story of 'the holy stone.' On the following day, all Randuayaivi people came back to the mountain bringing food items. Those food items were put on the holy stone and the traditional feast took place for three days and nights. All people chanted and danced around the holy stone, worshipping it and passing the holy stone story. Since then, the people of Papua, particularly those of Yapen islands, sanctify the fire stone. The stone has become a sacred stone that they worship annually.	Highlight the expressions to show: • How the problems solved (E.g.: finally) • How the story ends (E.g.: since then) Find more.

Copy the diagram of plot structure below into your notebook



Picture 1.4. The structure of story organization

Activity 7

Read 'The Legend of The Holy Stone' again. Then, put these events in order.

	Years passed and the sago trees were becoming scarcer that made God Iriwonawani furious.
	Being curious, they put anything on the rock and let it burn until one day they accidentally caused some forest fires.
	Daily, Kamboi Rama consumed sago which was taken from God Aroempu plantation people.
	In short, God Iriwonawani helped them extinguish the fire and since that day, people kept on worshiping the stone and called it as "the holy stone"
	Kamboi people left Kamboi Rama mountain and left a husband and wife who insisted to stay there.
	When Irimiami and Isoray were about to rest, they found a hot flat rock.
	In the old days, there were Kamboi people who lived side by side with God Iriwonawani.

Activity 8

Let's have further discussion on one of the problems raised in the legend you have read. State your opinion and have a discussion with your partner.

1. Being curious of the holy stone, Irimiami and Isoray kept on testing the stone until they set the forest on fire several times. What do you think about their actions?
2. The forest had been burned due to Irimiami's and Isoray's curiosity, and that surely caused damage to the ecosystem. What actions can you take to repair that damage?



Activity 9

Now you have read a legend, what do you think a legend is? What characteristics differentiate a legend from other narratives? You can make a study in your notebook to note down your understanding on legend.

You have read and understood a legend entitled “The Legend of The Holy Stone.” A legend is a traditional story that is popularly regarded as historical yet unauthenticated. Some legends are the unique property of the place or person that have become attached to some particular person or place and passed down through generations.

Legends belong to narrative texts. As the characteristics of narratives texts, legends consist of elements, such as characters, settings, plots and certain language features. Plots or text structures of a narrative text include orientation, complication and resolution (Emilia, E., 2016). It also sometimes includes coda or the moral lesson of the story. Furthermore, for the linguistics features of narrative texts, we will discuss them gradually in the next lessons.

C. Listening

Activity 1

Before Listening: Look at the picture and answer the questions about it.



Picture 1.5 Jambi Province

1. What is circled in the map?
2. Do you know any legends coming from that area?
3. Find information about a legend from that area. Use books, the Internet or ask people you know. Make notes about the legend.
4. Use your notes for a group discussion. Take turns to tell the others about your finding.
5. Let's check whether the legend you find is similar to the legend presented in the following section.

Activity 2

In order to help you understand the story you will listen to, study the bold typed words and their meanings. Then, make your own sentences using these words and write them in your notebook.

Vocabulary Items of The Legend of N'daung Snake		
	Severe = very serious	One day, the mother got a **severe** pain that she could not move from her bed.
	Shaman = a person who has special powers to control the spirits and discover as well as treatment for illness.	The daughters called a **shaman** to help them.
	Serpent = a large snake	Then, it must be boiled in a magical pot kept in a dark deep cave that was guarded by a large mighty **serpent** named N'daung.
	Curse = a solemn utterance intended to invoke a supernatural power to inflict punishment or harm on someone.	He was **cursed** by his own uncle to turn into a snake since his uncle wanted to take over the power.
	Ash = the powdery residue left after the burning of a substance.	Feeling jealous, while all of the people already fell asleep, the first and second daughters took the prince's snake skin, burned it all, and put the **ash** next to the youngest daughter.

Activity 3

Choose the correct words to complete this first half of the story. Circle your answer. Then, listen and check.

The Listening transcript is provided in the Teacher's Book.

The Legend of N'daung Snake

Once upon a time, on the slopes of a mountain in Jambi province, there lived a 1. **pour/poor** mother and her three daughters. For their living the mother and the youngest daughter had to work hard all day long, while the first and second daughters were lazy and did nothing.

One day, mother got such a severe pain that she could not move from bed. Then, the daughters called a shaman. "Sir, please help us heal our mother," said the daughters. The shaman said, "Based on my insight, your mom must be treated by a special 2. **flour/flower** that grows at the top of the mountain. Then, it must be boiled in a magical pot kept in a dark deep cave guarded by a large mighty serpent named N'daung." "But, according to the 3. **tale/tail**, no one could ever go back home save as the snake would swallow them whole," warned the Shaman. Hearing that, no one dared to go, 4. **accept/except** for the youngest daughter.

"I will go to the top of the mountain to get them from the snake," said the youngest daughter bravely. "Oh, we all will pray for you, sister," uttered the first and the second daughters in relief. "You really have a pure 5. **soul/sole**. Go and get them, girl. But, you have to be really careful. I will take care of your mother here," said the shaman. Without waiting any longer, the youngest daughter went to the mountain. After three days of walking, she finally reached the mountain peak. "Ah, that's the 6. **flour/ flower**. I have to go really quick," said the youngest daughter. It was just in front of the cave door. When she grabbed it and was about to put it inside her bag, she heard a very loud snake hiss. Of course, she was scared to death.

"Hiss... You are so brave to come to this place. Did you just [7] **steel/steal** something from my place? You'll surely be a perfect breakfast. You have a nice [8] **scent/cent**, so appetizing!" hissed the snake horribly. "O magic snake, please, pardon me. I certainly don't dare to bother you, but my mom is seriously ill. I am here to beg for only one flower and borrow your magic pot to treat my mom," the youngest daughter fell on her knees while crying.



Picture 1.6. Snake

Unexpectedly, the snake started to shed tears, "What a nice girl. You risk yourself coming here to treat your mom." "That's right, o snake. I love her so much and I am begging for your help," she still could not stop her tears. "Alright, I will let you bring the flower and lend you my magic pot with only one condition. You have to promise to return here as your mother gets better and stay here in this cave with me," said N'daung snake. Because she loves her mother, the youngest daughter nodded in an agreement, "Thank you, o magic snake. I will certainly return to fulfill my promise." The youngest daughter then went back home, gave the flower and the magic pot to the shaman, and immediately went back to the mountain. Even though deep in her heart, she did not really want to go back.

Just then, the youngest daughter returned to the top of the mountain in the middle of the night. To her surprise, she did not meet N'daung snake but a well-built man. "Don't be surprised. I am Prince Abdul Rahman Alamsyah. I was cursed by my uncle and became a snake. Every night I will return to my true form as a human and return to be a snake as the sun rises," said the prince. Meanwhile, when the mother heard the story of the youngest daughter, she wanted to see her. She asked her other childern to go to the top of the mountain.

In the middle of the night, the three of them could finally reach the top of the mountain. How surprised they were to see the youngest daughter with a very handsome man. The youngest daughter was

so happy to see her family and introduced them to the prince. The youngest daughter told them the story of the prince. Feeling jealous, while all of the people already fell asleep, the first and second daughters took the prince's snake skin, burned it all, and put the ash next to the youngest daughter. On the following day, when the prince could not find his snake skin but some ash next to the youngest daughter, he thanked her. He was so happy because the curse was gone forever as the snake skin was burned. Finally, the youngest daughter and the prince were married and returned back to the kingdom. They lived happily ever after.

Adapted from https://opac.perpusnas.go.id/DetailOpac.aspx?id=1169895

Activity 4

Answer the questions about "The Legend of N'daung Snake." Compare and discuss your answer with your friends.

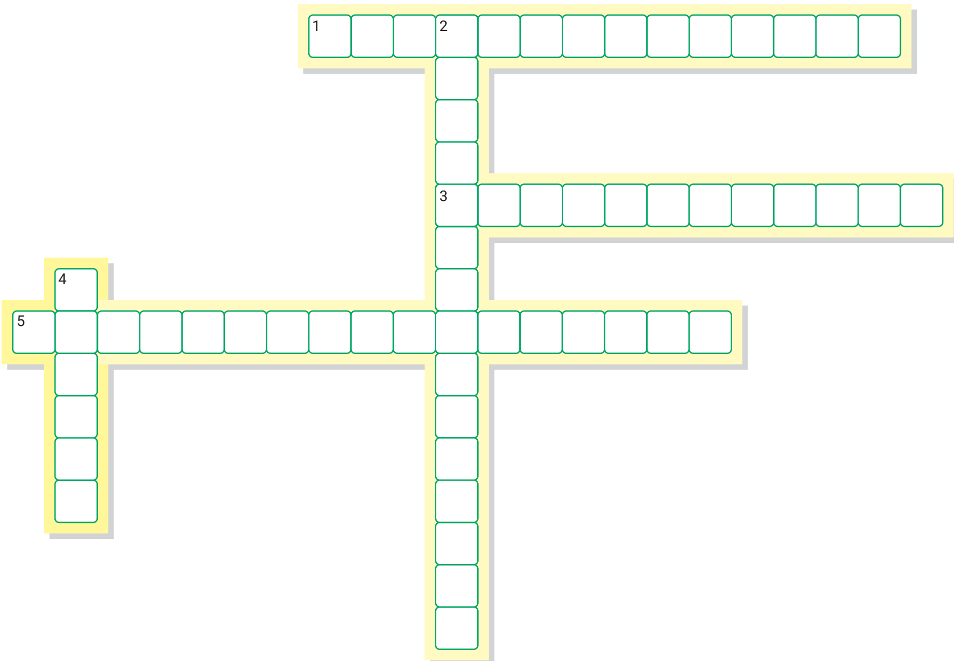
1. Which of the following most accurately describes the legend?
   a. The sincerity of a girl could save her family and a cursed snake.
   b. N'daung snake was cursed and later saved by the girl.
   c. The jealousy of the first and second daughters that led them to destruction.
   d. The selfless kindness of N'daung snake saved the poor mother's life.
   e. The story of a poor mother's struggle for her three daughters in conquering N'daung snake.
2. The characterization of N'daung snake shows tendency to ...
   a. be emotional and introverted.
   b. hide the secret of the curse possessed.
   c. look fierce behind the kindness of his heart.
   d. ask for something in return for everything he did.
   e. intimidate and rebuke anyone who approached him.

3. The legend shows that the youngest daughter struggled with...
    a. her reluctance to take the medical ingredients from N'daung snake.
    b. the pressure from her two sisters to sacrifice herself for her mother's life.
    c. the desire to save her mother's life from the N'daung snake.
    d. her heart's desire not to return to N'daung snake.
    e. the savagery and danger of N'daung snake.
4. Which sentence describes the moral values that can be learned from the main character?
    a. Never lose hope.
    b. Dare to keep trying.
    c. Always trying to be better.
    d. Success requires effort and courage.
    e. If there is a will there must be a way.
5. Decide whether the sentences are true (T) or false (F).

1. Without hesitation the youngest daughter took a mission to find a cure for her mother's recovery.	
2. N'daung snake felt touched by the youngest daughter's story and was willing to help without any conditions.	
3. The youngest daughter returned back to the peak of the mountain along with the first and second daughters as well as their mother.	
4. The young daughter could finally reveal that the snake was actually a cursed prince.	
5. With the help from the first and second daughters, the curse was finally broken.	

Activity 5

Listen to the legend one more time. Can you identify the character in the legend? Use a hyphen (-) to join two words. There are four character names that need a hyphen (-).



Across

3. A poor and hard working woman who got a severe pain but finally could be cured.
4. A nice prince who was being cursed, but finally got his luck.
5. A hardworking, brave and sincere girl who is also trustable.

Down

1. The second born daughter who is lazy and easily jealous.
2. A lazy and spoiled first-born daughter.

Now that you have identified the characters in the story, describe character in your own word. Here are some tips to identify characters in a story.

Use the **STEAL** steps.

Speech: pay attention to what the characters say, how they say it, their tone, and their word choice.

Thoughts: have a closer look at what the characters think, what they learn from their thoughts and ideas.

Effects: learn what the characters' effect on others and how they interact with other characters.

Actions: pay attention to what the characters do, how they behave, and what we learn from their actions.

Looks: analyze how characters look like and what we learn from how they present themselves to others.

Activity 6

Listen again. Tick (√) the expressions for emphasizing the sequence of the story you hear.

	To start off with,		Unexpectedly,
	One day,		Eventually,
	Without waiting any longer,		Finally,
	immediately		Suddenly,
	...but then		In her surprised,
	Just then,		Once upon a time,
	On the following day,		After that,

Activity 7

Now, let's identify the series of events unfolded in the legend you have listened to. List the events according to parts of the story. Look at the examples.

Orientation	Complication	Resolution
There lived poor mother and her three daughters.	The mother got a severe pain.	The prince could not find his snake skin but he thanked the youngest daughter.
....	....	....
....	....	....
....	....	
....	....	
	....	

Activity 8

Work in pairs. Discuss these questions

Imagine that you are the youngest daughter in the a legend of N'daung snake, would you also return to the top of the mountain and stay with the snake? What is the reason of your choice? You can write down your answer below or discuss it with a partner. Remember to respect each other's answer.

____

____

____

____

D. Grammar Focus

Action Verbs & Past Tense

Let's learn more about one of the language features in a legend. Reread the complete story of 'The Legend of N'daung Snake' and underline the verbs used in the story. List the verbs that you have found here.

____

____

Read the verbs that you have written in the column. Those verbs express actions (whether it is physical or mental action). They explain what the subject does. Therefore, they are called **action verbs.**

Reread the collections of verbs that you have found from the legend. You might have found words, such as lived, worked, made, called, etc. They are in the past form which mean the action in the sentence takes place in the past. They are **past tense**. We use past tense for:

1. **actions that happened at a specific time in the past**

   for example:

   One day, the mother **got** severe pain that she **could not move** from her bed.

   Once upon a time, on the slopes of a mountain in Jambi province, there **lived** a poor mother and her three daughters.

2. **a sequence of short actions**

   for example:

   The youngest daughter then **went** back home, **gave** the flower and the magic pot to the shaman, and immediately **went back** to the mountain.

   The first and second daughters **took** the prince's snake skin, **burned** it all, and **put** the ash next to the youngest daughter.

Practice 1

Let's have another practice. Complete the sentences in the table with the past form of these words.

didn't, weren't, called, were, didn't, were, did, were, call

Affirmative	Question	Negative
The first and second daughters were lazy.	X: ___ the first and second daughters lazy? Y: Yes, they ___./No, they were not. Who ___ lazy?	The first and second daughters ___ lazy.
The daughters ____ a shaman.	X: Did the daughters ____ a shaman? Y: Yes, they did./No, they ___. Who ____ call the Shaman?	The daughters ____ call a shaman.

Practice 2

Let's learn more about past tense from a different story. Complete the story with the words provided. Put the words into the correct form and label the story structures.

wove, come, believe, live, get, call, help, come, learn, change, ask, turn

The Legend of Black Sea

Once, there was an old man who ____ (1) on the shore of a beautiful sea. During the day, he would ____ (2) nets and go sailing to catch fish at night. In his old days, he just lived just with his dog named Boley and his evil black cat named Serzhina.

Whenever the man ____ (3) Boley, he would immediately ____ (4) and do everything he was asked to do. While Serzhina just ____ (5) whenever the old man called her for meals. Boley began to dislike Serzhina for she did not ____ (6) as much as he did. The old man, however, always told Boley that he ____ (7) in Serzhina's goodness and that she would ___ (8). One day, a disaster struck and the old man ___ (9) both Boley and Serzhina to help. When Serzhina did not help, the old man lost faith in Serzhina's goodness and threw her to the sea. The sea water ___ (10) black, and since that day the fish being caught has gotten less and less. The old man and Boley ___ (11) hungrier and hungrier.

Until one day, the old man met a seagull who told him a lesson. The old man finally ____ (12) that there is bad and good in everybody. However, when we choose to look for the goodness in everything, life will be filled with joy, just like nets filled with fish.

Adapted from https://www.shortkidstories.com/story/legend-black-sea/

Sequence words

In a legend you have listened to, you also heard some words, which are used to show time signals, such as:

1. Once upon a time,
2. One day,
3. Without waiting any longer,
4. After

Those words are called sequence words. **Sequence words** are used to help the reader easily connect events in a story. There are many other sequence words, can you mention them? Find out with a partner and share them with the whole class.

Please have a look at the chart below to learn more sequence words in a story or text. Learn how sequence words are used in the story by reading the sentences below.

1. **Once upon a time**, on the slopes of a mountain in Jambi province, there lived a poor mother and her three daughters.
2. **One day**, the mother got such a severe pain that she could not move from her bed.
3. **Without waiting any longer**, the youngest daughter immediately went to the mountain.
4. **After** three days of walking, she finally reached the mountain peak.

Practice 1

Read the complete story of 'The Legend of Snake N'daung' and write down more sequence words that you find in the story.

___
___
___
___
___
___
___
___
___
___
___
___

Practice 2

In order to understand more about sequence words, learn about them from a different story. Understand the sequence of the story and label the story structures.

The Legend of the Crying Stone

In the past, on a hill far from the country, there lived a poor widow and her only daughter. Her daughter was really beautiful, yet lazy. She did not want to help her mother at all. Moreover, she was also really spoiled, her mother must fulfil whatever she wanted.

One day, the woman and her daughter went to the market. The beautiful daughter wore her best clothes and walked in front of her mother. She did not walk side by side with her mother as she felt ashamed. Everyone looked at her and was amazed by her beauty.

“Hi girl, you look so beautiful. Anyway, who is the old woman behind you? Is she your mother? Why do you let her bring such a heavy shopping basket?” asked the man. “Oh my Gosh, of course she is not. She is just my maid and it is her job to help me shop,” answered the daughter.

Every time she got such questions, she would respond the same. Her mother just remained silent. However, hearing that thing over and over again made the mother’s heart hurt. Suddenly, the mother stopped and sat off the road, crying.

“Mom, why do you stop there? Let’s get going or we won’t be home before midnight,” shouted the daughter.

The mother did not respond to her, she raised her hands and prayed, “My Lord, please, forgive me for my inability to educate this child. I’m willing if you punish this disobedient child, Lord.”



Picture 1.7 The Legend of Crying Stone

The sky suddenly darkened, a huge lightning bolt struck, and it started to rain. The daughter started to panic as she could not move her leg, slowly her legs turned to stone and continued to spread to other parts of his body. “Mom, I am really sorry. Please, forgive me. Help me mom, help! Help me, please.”

However, it was too late. There’s no point in regretting what she did, her whole body had turned to stone. Surprisingly, from the stone statue’s eyes, tears kept flowing. That is why, people called that statue, the crying stone.

https://indonesiar.com/indonesian-folklore-the-story-of-the-crying-stone/

Based on the legend above, list the chronology of the events in the story and rewrite the story using sequence words provided.

1	Once upon a time, ______________________________ ______________________________
2	One day, ______________________________ ______________________________
3	While, ______________________________ ______________________________

4	After that, ______________________________
5	A little later, ______________________________
6	Then, ______________________________
7	Suddenly, ______________________________
8	But then, ______________________________
9	Eventually, ______________________________

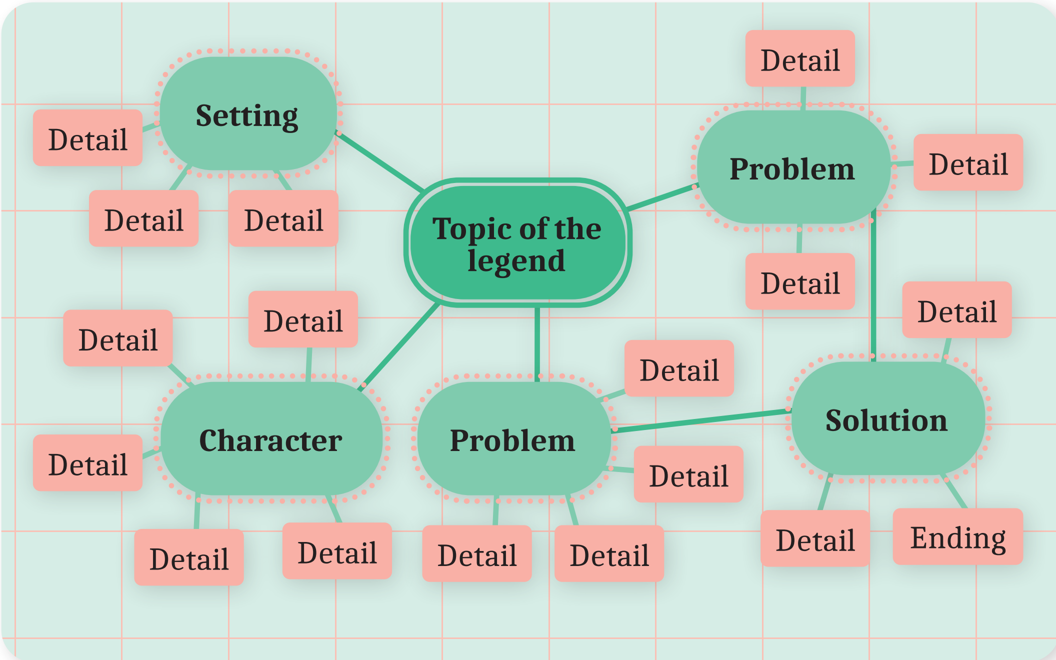
E. Writing

Activity 1

Mind mapping the Story Elements

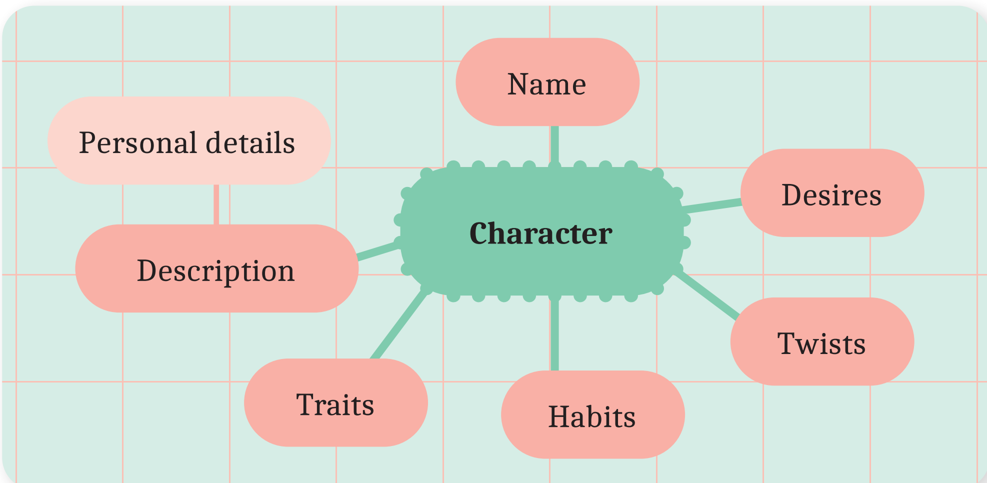
After reading and listening to different kinds of legends. It is time for you to write a legend that you are familiar with. Before you rewrite a legend, you need to learn some skills authors use in story writing. A story includes characters and setting, and most stories include a series of events. The events make up the story plot. In order to help you plan your writing, use the mind maps below. Make similar mind maps in your notebook and draft your story.

1. Decide on a legend that you want to rewrite. Read and understand the story. It is better for you to read it from different sources and pick a version that suits your interest. Write down all important information or key details from the legend such as the main character, setting, conflict, resolution and other key events.



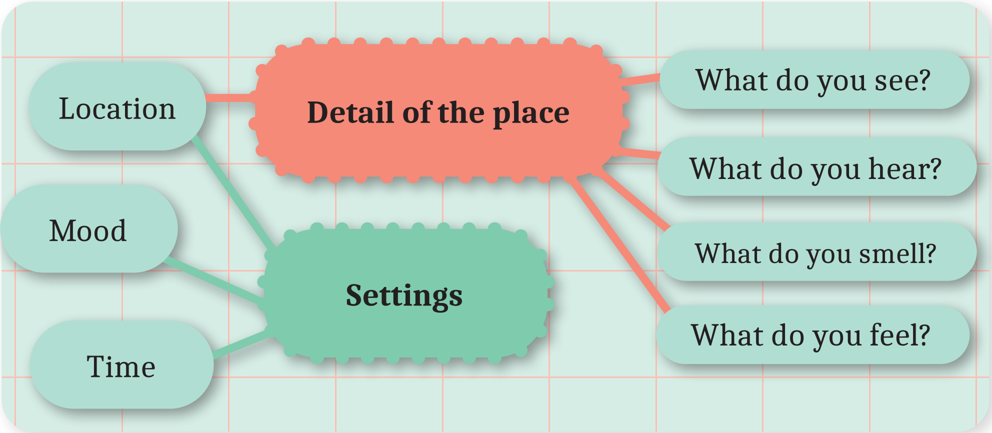
Picture 1.8 Mind map for story elements

2. Retell the character using the details on your own version. Complete this mind map to introduce the characters in an interesting manner.



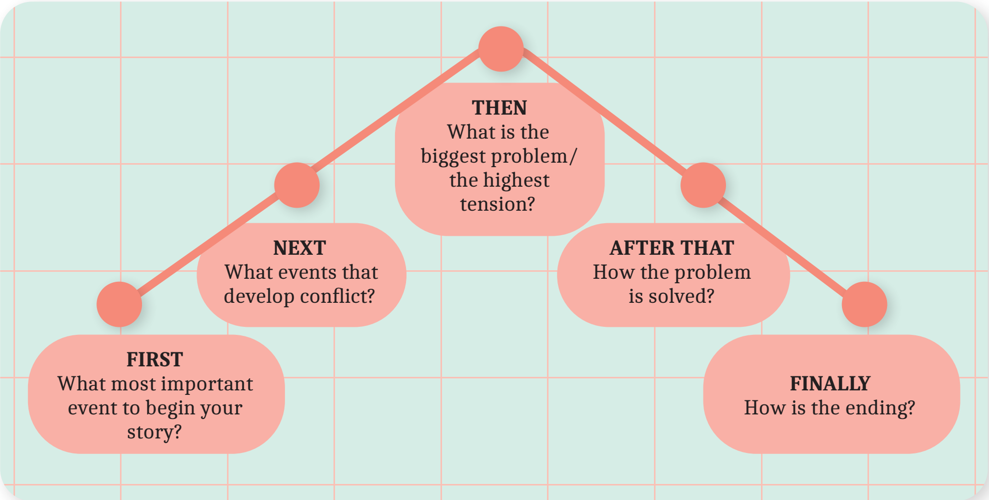
Picture 1.9 Character mapping

3. Retell the setting using your own words and version. Plan exciting descriptions of your setting by completing the mind map.



Picture 1.10 Setting mapping

4. Jot down the events.



Picture 1.11 Story plot mapping

Activity 2

Writing a Story Layout

After mind mapping, incorporate your ideas in a story planner.

STORY PLANNER		
Orientation • Introduce the main characters • Introduce the story setting • Develop the characters and setting	....	**Use the expressions to show:** • Characters • Setting of time • Setting of place
Complication (conflict) • The events that lead up to the conflict • The conflict or problems in the story • The character's reactions to the conflicts	....	**Use the expressions to show:** • Sequence of events • Problem or conflict
Resolution • How the problems are solved • How the story ends	....	**Use the expression to show:** • Resolution • Ending

Then, bring your notes from the story planner into a story layout. In this step, you start your writing. You do not need to worry too much about spelling and punctuation. Simply put your ideas into sentences. Here is an example of a story layout. Read and understand this layout. Then, make your own layout in your notebook.

Orientation: Character and setting of Scene
Introduce the character and describe the time, place, and weather. Tell what the main character was doing.

Once upon a time in a really small village there lived a poor widow and her beautiful daughter. The daughter was very lazy and just spent her whole day taking care of her body and beauty. No doubt, her beauty was indeed incomparable. However, she was really lazy and spoiled. The poor widow had to fulfil whatever she wanted.

One fine day, the poor widow and her daughter went to the market. The beautiful daughter wore her best clothes and walked in front of her mom. Everyone who met them was amazed of the daughter's beauty.

Complication: Development of the events
Describe the events in your story, the conflicts or problems raised and the character's reactions to the problems.

That beautiful daughter was ashamed to admit that the old woman walking behind her was her mother. Every time she was asked, "Who is the old woman behind you? Is she your mom?" she would always answer, "No, or course not. She is just my maid."

For some time, the poor widow tried to hold on. Until she finally felt really sad and could not hold it longer. She stopped and sat off the road, crying. When her beautiful daughter asked her to continue walking, she just remained in silence.

Resolution: Ending

Describe how the problems were solved and the scene at the end and mention the main character's feelings.

Then, the old widow raised her hands and prayed, "My Lord, please forgive me for my inability to educate this child. I'm willing if you punish this disobedient child." Unexpectedly, the sky suddenly darkened, a huge lightning bolt struck. The daughter slowly turned to stone. Surprisingly, from the stone statue's eyes, tears kept flowing and people started to call that statue 'the crying stone.'

After you finish your draft, you need to reread your draft, revise or make changes. Ask yourself these questions:

1. Are my ideas presented in order that makes the most sense?
2. Does my draft have orientation (introduction of the character and setting), complication (problem), and resolution (the solution of the problem)?
3. Does each paragraph connect to one another?

If your answer is "No" to any of the questions above, you need to immediately revise. You can exchange your draft with your friends and get feedback from peers and your teacher. Then, write your second draft according to the given feedback, have another peer checking activity, then revise and write the third draft.

Activity 3
Proofreading

Develop your draft into a well written story. Don't forget to use sequence words to make the sequence of events in your story run smoothly.

Your Writing:

____

____

____

Once you are satisfied with the content of your writing, recheck the grammar, usage, and mechanics. Have your friends help you read and review your writing. Here are the proofreading checklists **(√)** that you can use.

1. The story has an interesting title.	
2. The setting and atmosphere have been introduced using a descriptive language.	
3. The character has been introduced interestingly.	
4. What happened at the beginning of the beginning of the story has been explained.	
5. The story has interesting problem(s).	
6. There are sequence words to order the events.	
7. There is the use of action dialogue, and feeling to bring the story to a close.	
8. There is a balanced ending to the story.	
9. There are no spelling and grammar errors in my writing.	
10. Capitalization and punctuations are correctly used.	

If you still find some errors in your writing, you can immediately edit and make final corrections. Don't forget to reread for the final check. When you do not find any errors anymore, your writing is ready to publish.

F. Speaking

Activity 1

TV Talk Show: Meet the author

It is time to present your work. You will present your story in a *TV talk show* activity discussing about the story that you have written. Work in pairs and imagine that you are having a TV talk show. One of you will be the talk show host and another one will be the guest. Study the example of a conversation in a TV talk show below. Then, create your own dialogue for a TV talk show with your partner and have your show in front of your classmates.



Picture 1.12 TV Talk Show

Host : Hello Indonesians and hello the world! Welcome to "Meet the Author" Show!

In this special day, we will be discussing about a very interesting legend recounted by Alma Nadia entitled 'The Legend of Crying Stone.' Without further ado, let's have a round of applause to our today's author, Ms. Alma Nadia.

Welcome to "Meet the Author" Show, Ms. Nadia. Thank you for being with us today. It is a pleasure to meet you today.

Guest : Thank you for having me here.

Host	:	Ms. Nadia, we are interested with your newest story entitled 'The Legend of a Crying Stone.' Please tell us what the legend is about.
Guest	:	The legend occurred a long time ago in a small village in west Kalimantan. It talks about a beautiful spoiled girl, who was ashamed to admit her own mother until one day her mother felt really sad. She prayed to God and begged him to punish her daughter. At the end of the story, the girl finally got her punishment, she turned into a stone statue whose eyes never stopped shedding tears.
Host	:	What is the most interesting point of the legend?
Guest	:	Good question. I think the most interesting point is the incident when a child refused to acknowledge her own mother and when a mother asked God to punish her child.
Host	:	I agree with you. That part is also my favorite part of the legend you wrote. Ms. Nadia, what moral value do you want to convey through the story you wrote?
Guest	:	I would like to say that as a child, we must be obedient and devoted to our parents. Don't hurt your parents, either through words or actions.
Host	:	Well, it's time to wrap up the show. Thank you to our lovely guest for joining us today. We have learned a lot from you today. Again, thank you for your time. I hope you enjoy our talk. So everyone, that's all for today. Join us next week on "Meet the Author" Show. I'm your host, Hiro Mahdi. Good day everyone!

When you watch a friend's TV Talk Show, fill in the following table to show your understanding on the conversation that your friends are performing.

Story 1	
Title	
Setting	
Characters	
Problems	
Solution	
Interesting point of the story	

Continue this note for all of the stories shared in your class.

Activity 2

Story Analysis

Reread your notes on your friends' stories that you have made. Choose one story to analyze. Tell the whole class what you think about that story. Here are some questions that you can use as a pointer for your story analysis.

1. What is the title of the story?
2. How does the title relate to the content of the story?
3. What is the story about?
4. Who is the main character in the story?
5. How does the character develop the theme of the story?
6. When and where is the setting?
7. How does the setting affect the plot?
8. What is the conflict in the story?
9. How does the conflict develop the theme of the story?
10. What is the biggest problem in the story?
11. What can you learn from the story?
12. What do you like or don't like from the story?
13. What are your favorite elements from the story?
14. Which part of the story do you like the most?
15. How does the story compare to other stories that you have ever read?

G. Reflection

After learning Unit 1, this is the time for you to self-reflect or look back at your learning experience by answering the following questions. There is no right or wrong answer. Just be honest.

1. On a scale from 1-5, how do you rate your understanding about legend? Fill up the stars.

☆ ☆ ☆ ☆ ☆

CAN YOU?

2. Can you identify the characteristics of the legends you read or listen to?
3. Can you identify past tense, action verbs and sequence words in the legends you read or listen to?
4. Can you understand implicit and explicit information (main ideas and detailed information) from texts that are read and listened to?
5. Can you rewrite a legend with an appropriate schematic structure and linguistic features?
6. Can you present the story that you have written?

WHAT?

7. What values have you learned from this unit?
8. What is your favorite learning activity in this unit? Why?
9. What is your least favorite learning experience in this unit?
10. How does the material you have learned in this unit relate to real-world situations and problems?

NOW WHAT?

11. What would you like to improve?
12. What do you want to learn more in the future?
13. In your daily life, how will you apply what you have already learned?

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI REPUBLIK INDONESIA, 2021
Bahasa Inggris Tingkat Lanjut
untuk SMA Kelas XI
Penulis : Rida Afrilyasanti, Anik Muslikah Indriastuti
ISBN : 978-602-244-863-1

Unit
2



Fairy Tale

After learning this unit, you are expected to be able to:

1. Identify the different characteristics of a narrative text in the form of fairy tale, including social functions and text structures.
2. Identify some of the linguistics features of a fairy tale, namely: noun phrases, and adverbs of time, place and manner.
3. Understand implicit and explicit information (main ideas and detailed information) from the texts.
4. Write a fairy tale with an appropriate schematic structure and linguistic features.
5. Retell the written fairy tale in focus.

A. My Initial Understanding

Look at the picture. What information can you get from the picture? Have further discussions by responding to the following questions.

1. Are you familiar with fairy tales?
2. Have you ever read a fairy tale?
3. What do you know about fairy tales?
4. What kind of fairy tale do you like best? Why?
5. Have you ever read a story about a princess?
6. Are you familiar with a story titled 'The Goose Girl'?



Picture 2.1 The Goose Girl

7. What do you think this story is going to be about? Mention some words you expect to find in it.

B. Reading

Activity 1

In order to help you understand the tale better, let's learn the vocabulary you will find in it. Study the bold typed words and their meanings.

Vocabulary Items of The Goose Girl		
	Gift = a natural ability or talent	As Ani grew up, she learned of three important **gifts:** people-speaking, animal-speaking, and nature-speaking.
	Alienate = to be withdrawn or detached from one's society	However, bad things happened again, on the way to Bayern, Ani began to feel **alienated** by Selia.
	Confronted = faced up to and dealt with	Ani, then, tried to **confront** her mother about this.
	Identity = the fact of being who or what a person or thing is	Selia revealed her plan to take over Ani's **identity** as the princess and seized power for herself.
	Convinced = caused someone to believe firmly or persuade someone to do something	The two decided that they could not return to Kildanree and must try and **convince** the king of Ani's true identity.

Practice

Let's check whether you have really understood the words that you have learned and use them in a certain context. Choose the bold typed words from the table above to complete each sentence.

1. She was ___ by all of her friends due to her wicked behaviors.
2. He could finally ___ them that the story was true.
3. She has kept her ___ hidden for ten years now.
4. She decided to ___ him with direct questioning.
5. Her beauty and stunning voice are all the God-given ___.

Activity 2

Now, read the fairy tale titled 'The Goose Girl.' While reading, pay attention to its parts. You can underline or highlight some sentences that refer to those parts.

Structures	Text	Language Features
Orientation:	Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree. Ani had a strong relationship with her aunt. Little Ani spent the first years of her life listening to her aunt's stories and learned how to converse with animals. As Ani grew up, she gradually learned of three important gifts:people-speaking, animal-speaking, and nature-speaking. When her aunt left from the kingdom, Ani's mother, the queen, forbade Ani from getting near animals as she and the rest of Kildenree were terrified of animal-speakers.	**Action Verbs:** Little Ani spent the first years of her life listening to her aunt's stories and learned how to converse with animals. **Past Tense:** Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree.
Complication	Years passed by, Ani was struggling with her confidence as both Crown Princess and a future queen. Ani's life that was always under her mother's shadow made her feeling not confident to be the next queen. Things got worse, when Ani's father passed away. At the funeral, the queen announced that her second child, Calib, would become the next ruler. Feeling confused, Ani tried to confront the queen.  Picture 2.2 The Goose Girl "Mother, I ask pardon for intruding so soon after the mourning period, but I must ask	**Sequence words:** Once upon a time, years passed by, etc. **Noun Phrases:** a strong relationship, the first years of her life, etc. **Adverbs:** lovely, gradually, near, etc. Adjective Clause:

you about your statement some weeks ago," said Ani.

"Yes, yes my child, about Calib. Sit down," the queen asked Ani to sit and continued explaining, "You remember, five years ago we received a visit from the Prime minister of Bayern." Ani nodded.

"Well actually, according to our tradition, if it has to be one of my kids to marry the prince of Bayern, it should be the third child, Napralina. But she is too young, and you, my dear Ani, you are different. After the trouble with your aunt, I'm worried that people would never trust you as the rumors of you being a animal-speaker have sunk too deep," said the queen. Furious and upset, Ani had no other choice and was obliged to agree. Ani's lady-in-waiting and best friend, Selia also convinced her to go to Bayern. Ani was crushed, but performed her duty and left Kildenree.



Picture 2.3 The castle

However, another bad thing happened. On the way to Bayern, Ani began to feel alienated from Selia. Selia later took Ani's identity as the princess and seized Ani's power. After days wandering in the forest alone, Ani eventually stumbled on the house of Gilsa and her son, Finn. Gilsa told her, "Go to Bayern with Finn when the market opens.

Adjective Clause:

Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree.

Reporting verbs:

"Mother, I ask pardon for intruding so soon after the mourning period, but I must ask you about your statement some weeks ago," said Ani.

Continue to identify the language features of the fairy tale as above. Highlight the words or phrases using different colors.

If you are fortunate, you will meet the king in person." Eventually, Ani and Finn went to the market to try to speak to the king. They met the king but she ended up telling him that she was new to the city and had nowhere to go. Hence, the king assigned her as a goose girl.

At first, as a goose girl, Ani struggled to connect with the other workers and the geese. However, this changed when she met Enna who worked with chickens, and Jok, an injured goose that she nursed back to health. Over time, Ani built friendships with the workers including with a man named Geric, who told her that he was the prince's guard. One day, Ani heard a really bad news from Enna. "Ani, Kildanree plans on attacking Bayern so the king has decided to attack Kildenree first, "told Enna. Ani realized in horror that this must be Selia's plan. If Bayern wiped out Kildanree, there would be no one who could prove her real identitybut she could not return to Kildanree.

The next morning, a group of thieves attacked the geese flock. Ani used her gift. She asked the wind to help and it responded by picking up a large amount of dirt and attacking the thieves. Because of her good deeds, Ani was hailed as a hero but was horrified to know that the king would invite her for a reward. As she was afraid to meet Seila in the kingdom, she decided to escape. She returned to Gilza's house and by chance met Talone, her old guard. "I am so happy to find you alive," said Ani relieved. "I am also very happy to finally meet you again, princess. And, I really want to help you get your identity back," replied Talone.

Resolution	Then, the two decided to convince the king of Ani's true identity. They rode to the kingdom and managed to meet the old prime minister. Soon after confirming her identity, she was informed that the prince and Selia were about to get married by the lake. Thus, Ani went to the lake to confront Selia. There she found out that the 'guard', Geric, was actually the crown prince. A terrifying battle between Selia and Ani could not be avoided. Luckily, before Selia could kill Ani, Geric intruded and helped Ani. Days later, after things quieted down, Ani was called to prove that Kildenree was not about to attack Bayern. She declared that she was the proof as the queen would never send her first born into an enemy camp before storming out. Geric praised her for ending the war before it started. At the end, Ani and Geric decided to get married. Geric took her to a celebration where she was introduced as the official crown princess. Adapted from https://www.msbkwt.com/images/Files_2020_21/Library/Pdfs/The_Goose_Girl.pdf	

Activity 3

Read "The Goose Girl" story again. Answer the questions. Compare and discuss your answer with your classmates'.

Access and retrieve

1. What is the story about?

   Answer: ____

2. What special abilities did the main character have that other characters in the story did not?

   Answer: ____

3. Why wasn't Ani appointed as Kildenree queen even though she was the first child in the family?

   Answer: ____

4. Explain how 'the goose girl' got her name.

   Answer: ____

5. What was Selia's plan to abolish Kildenree?

   Answer: ____

6. How did Ani finally get her identity back?

   Answer: ____

Integrate and interpret

1. How did Ani's character change in the story?

   Answer: ____

2. Describe Ani's and the queen's characteristics? What differences and similarities are there?

   Answer: ____

3. In the story, it was told that the queen did not appoint Ani as the future queen. What do you think of the queen's deed? Is it a betrayal? Is it a political move? Or is it a selfish act? Why? Explain.

   Answer: ____

4. What lessons can you learn from the story?

   Answer: ____

Reflect and evaluate

1. Have you ever found a similar character to Selia around you? Tell us the person's characteristics. If you are asked to give the person an advice, what would the advice be?

   Answer: ____

2. Have you ever been surprised with a reward for doing good deeds and a warning or even punishment for doing bad things? Describe your experience.

   Answer: ____

3. After reading 'The Goose Girl' story, how do you understand fairy tales?

   Answer: ____

Activity 4

This activity can help you understand the expressions used to introduce characters and settings that you may need in writing a tale. Match the sentence beginnings (1-5) with the endings (a-e). Then, rewrite the complete sentences in your notebook.

1. Kildenree was an old kingdom where we could still find people who were gifted with ...
2. Being gifted with special abilities, abandoned by her aunt and father, and overshadowed by her mother's figure made Ani live in ...
3. Ani was devastated when the position of queen was given to her sister and she had to leave the palace for ...
4. Being betrayed by his own lady-in-waiting and best friend, Ani got lost, wandering in ...
5. Getting a job as a goose keeper at the palace brought Ani closer to ...

a. hesitation, restlessness, and burden.

b. the ability to talk to animals and nature.

c. a certain mission that wasn't even for her.

d. her goal of reclaiming her identity from Selia.

e. a lush and dark forest stumbling and struggling for help.

Activity 5

Learn more about the expressions used to introduce the characters and settings in the tale. Later, you will also need these expressions when writing or speaking about a tale. So, take notes. The first expressions/descriptions were given as the example.

Characters	Setting of Time	Setting of place
A very beautiful princess	Once upon a time,	in the kingdom of Kildenree
......	......	......
......	......	......
......	......	......
......	......	......

Activity 6

Learn more about how to describe a character in a fairy tale. You will need this when you write or retell your own tale. Pick one of the characters in "The Goose Girl" tale and use the chart below to describe her/his characterization. Share your work to your classmates.

Character's name :

....

picture of the character

The character reminds me of:

....

The character is related to:

....

Description of Appearance (Use list of words to describe it)

Description of Personality (Use list of words to describe it)

What is the character's role in the tale?

Activity 7

Without looking back at "The Goose Girl" tale, put these events in order. When you finish ordering the events, check you answers by looking back at the story.

	She was depressed because she lived under her mother's shadow and her unpreparedness to be the future queen.
	The condition was getting even worse when the queen decided Calib to be the next ruler while Ani had to go to Bayern and marry the crown prince of Bayern.
	Ani had been in an unstable condition since the absence of her aunt and father.
	Ani had to fight for her own identity and became a goose girl in the kingdom of Bayern.
	With her persistent efforts and the helps from some loyal friends, Ani was finally able to reclaim her true identity and marry Geric, the crown prince of Bayern.

	When she was a child, Ani spent most of her time with her aunt, learning how to communicate with animals and nature.
	On the way to Bayern, Ani was betrayed by her own best friend and her identity as a princess was stolen.

Activity 8

Let's have a further discussion about Ani's characteristics in "The Goose Girl" story. Answer the following questions. Then, explain your reasons for choosing the answer.

In the story, it is said that the young Ani struggled with her self-image. Ani had a gift to talk with animals and nature that made her so special; however, the gift made her isolated because the gift is considered shameful and terible. Furthermore, her self-image was also affected by how her mother's shadow and the pressures of being a crown princess.

Nevertheless, as Ani moved to Bayern, she gradually changed her way of thinking about herself. She started to accept the gift and use it for the good deeds. She also began to open up to others about her identity and made friends.

What do you think about how Ani developed her self image?

____

____



Picture 2.4 Ani The Goose Girl

Your reasons:

____

____

If you were Ani, what would you do? Would you do the same thing? Why?

____

____

____

Activity 9.

Now that you have read a tale, in your own words, what do you think a tale is? What characteristics differentiate a tale from other narratives? You can make a study gram in your notebook to note down your understanding on fairy tales.

You have read a story entitled "The Goose Girl." That story is a fairy tale. Fairy tales are stories that involve fantastic forces, usually goodness against badness or wickedness. Furthermore, fairy tales are part of narrative texts and aim to entertain or amuse the readers.

Fairy tales also consist of orientation, complication and resolution (Emilia, E., 2016). In Unit 1 we have already learned three language features of a narrative text, namely: action verbs, past tense and sequence words. In the following sections, we will also gradually learn two other language features of a narrative text. Those are: noun phrases, and adverbs of time, place and manner.

C. Listening

Activity 1

Before Listening: Look at the picture and discuss with your classmates the following questions.

1. Are you familiar with the character in the picture?
2. What do you know about the character?
3. What does the character remind you of?



Picture 2.5 Puss in Boots 1

Activity 2

Before listening, let's learn some vocabularies that you will find in the tale you are going to listen. Study these words and their meanings. Then, use them in sentences and write them in your notebook.

Vocabulary Items of Puss in Boots

Words	Meaning
Inheritance	Something that someone gives when they die.
Cunning	Being clever at planning something so they can get what they want, especially by tricking other people.
Gallant	Courteously and elaborately attentive.
Deceit	The act of causing someone to accept as true or valid what is false or invalid.
Warren	An interconnecting underground passages and holes in which rabbits live (rabbit burrows).
Noble	Honorable or belonging to a high rank in a society
Partridges	A bird with a round body and a short tail that is sometimes hunted for food or for sport.
Fortune	Chance or luck.
Rogues	A dishonest or bad man.
Well-built	Having an attractive, strong body.

Activity 3

You will listen to a fairy tale. While listening, complete the blanks in this first half of the story with the words that you have previously learned.

The Listening transcript is provided in the Teacher's Book.

Puss in Boots

In the olden days, in a small city in Italy, there lived a poor old Miller with his three sons. The years went by and Miller passed away, leaving nothing but his mill, donkey, and a cat. In his testament, he left the mill for the eldest, the donkey for the second-born, and the cat for the youngest son.

The youngest son grumbled, "I'll just end up eating the cat." Listening to this, Puss, the cat said, "Do not be sad, master. Just give me a bag and a pair of boots. Then, I will show you that you did not receive such a poor ___ (1) in me." Thinking how ___ (2) the cat was, he thought to give the cat a chance to help him. He went to the market, spent his last pennies on ordering a pair of boots for the cat, and gave the cat his bag. The cat looked very ___ (3) in his boots.



Picture 2.6 Puss in Boots 2

Then, the cat put bran and corn into his bag, held the strings of the bag in his two fore paws and laid by a rabbit ___ (4), stretching as if he were dead. He waited for some young rabbits, who were still not acquainted with the ___ (5) of the world. Not long after that, a reckless young rabbit jumped into his bag, and Puss shortly drew close the strings and caught the rabbit. He went happily to the palace with a rabbit in his bag. He begged to speak with the king. Meeting the king in person, he made a low bow and said, "I have brought you, my majesty, a rabbit of the warren, which my ___ (6) lord, the Marquis of Carabas has commanded me to present to you." The king surely was very pleased with the present.

Another time, again, he hid among a cornfield, held his bag open, and when a brace of ___ (7) ran into it, he soon drew the strings and caught them. The same as what he had done before, he made these a present for the king. The cat kept continuing sending the presents

for three months and constantly said that the presents were from his master, the Marquis of Carabas.

One day, he heard that the king and his daughter were about to drive in his carriage along the river bank. Puss in Boots told his master: "If you follow my advice, your ___ (8) is close." Without questioning and knowing why or wherefore, Miller's son did what the cat advised him to do. While he was washing, the king passed by, and the cat began to cry out: "Help! Help!

My Lord, Marquis of Carabas, is going to be drowned!" Hearing that noise, the king put his head out of the coach window, and saw the cat who had so often brought him such nice presents. The cat came up to the coach and told the king that while his lord was washing, there came by some ___ (9), who stole his clothes. This cunning cat had actually hidden the clothes under a big stone. The king commanded his guards to fetch one of his best suits for the Lord Marquis of Carabas.

The king was very pleased to finally meet the Marquis of Carabas. Although Miller's son was poor, he was handsome and a ___ (10) fellow, so that the king's daughter fell in love with him. The king invited him to sit in the coach and ride along with them. The cat, felt overjoyed and marched on before, and as he met some countrymen, who were mowing a meadow, he said to them, "Good people, you who are mowing, if you do not tell the king that the meadow you mow belongs to my Lord Marquis of Carabas, those soldiers will chop you up like herbs for the pot." The king asked the mowers to whom the meadow they were mowing belonged. "To my Lord Marquis of Carabas," answered them altogether, for the cat's threats had made them dreadfully afraid. "You see, sir, this is a meadow which never fails to yield a plentiful harvest every year," said the Marquis amplifying the lies of the cat. Puss, who went before them, met with some reapers, and told the same thing. So, when the king passed by and asked the reapers, they told the king that all the corns belonged to Lord Marquis of Carabas. Then, shockingly, the king said, "Let's

now go to your castle." The miller's son, not knowing what to reply, looked at puss who said, "If Your Majesty will but wait an hour, I will go before you and order the castle to be made ready for you." With that, he jumped away and went to the castle of a great ogre and asked to see him, saying he could not pass so near his home without having the honor of paying his respects to him. The ogre received him and made him sit down.

"I have been assured," said the cat, "that you have the gift of being able to change yourself into all sorts of creatures as you wish." "That is true, you shall see me now become a lion," answered the ogre vigorously. Puss was so terrified, however, he had a brilliant idea. "However," said the cat, "I fear that you will not be able to save yourself even in the form of a lion, for the king is coming with his army and means to destroy you." The ogre looked out of the window and saw the king waiting outside with his soldiers, so he said, "What shall I do? How shall I save myself?" Puss replied, "If you change yourself into something very small, then you can hide."

In an instant, the ogre turned himself into a mouse and puss immediately fell upon him and ate him up. Puss, then, ran out and invited the king to visit the castle. "Does this castle also belong to you? There can be nothing finer than this court and all the stately buildings which surround it," said the king to Marquis of Carabas.

The Marquis gave his hand to the princess, and followed the king, who went first. They passed into a spacious hall, where they found a magnificent rum punch, which the ogre had prepared for his friends, who were that very day to visit him. The friends, however, did not dare to enter, knowing that the king was there. The king was perfectly charmed with the good qualities of my Lord Marquis of Carabas, without waiting any longer, he said to him, "If you do not, mind, my Lord Marquis, be my son in law!" The Marquis, making several low bows, accepted that honor and on that very same day, he married the princess. Puss finally became a great lord, and never ran after mice anymore, except for pleasure.

Simplified from https://www.storynory.com/puss-in-boots/

Activity 4

Read the complete version of "Puss in Boots" tale. Then, answer the following questions. Compare and discuss your answers with your classmates

1. Which of the following sentences accurately describe the story?
   a. The ingenuity of a cat could defeat the strength of an ogre.
   b. The Marquis of Carabas told his wealth to the king.
   c. A cunning cat sought some lucks for his master.
   d. A sly cat fooled the king for his fortunes.
   e. A cat could rule ogre and humans.

2. How is the character of Puss described in the story?
   a. Sly
   b. Cool
   c. Brash
   d. Generous
   e. Meticulous

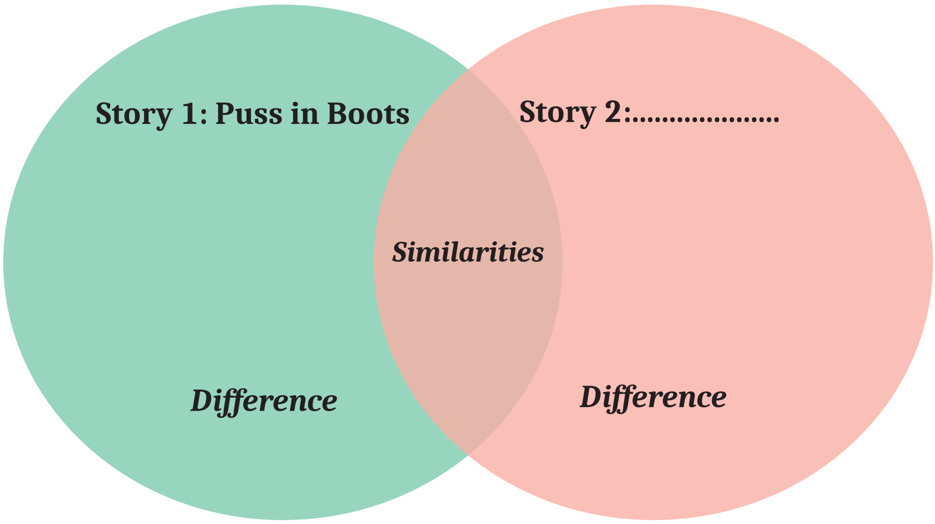
3. Which is not a cunning act of the Puss?
   a. Trapping and catching the animals.
   b. Making up stories about the Marquis of Carabas.
   c. Making the ogre turned himself into a mouse and eating him.
   d. Inviting the king to visit the kingdom of the Marquis of Carabas.
   e. Making the farmers admitted that their fields belong to the Miller's son.

4. Decide whether the statements below are true (T) or false (F)
    1) Mr. Miller left only a pair of boots, a bag and a cat. ☐
    2) The cat promised Miller's son to make him happy and rich. ☐
    3) The ogre was not really as clever as the cat. ☐
    4) The ogre was so furious that he immediately turned into a mouse. ☐
    5) Some thieves took the master's clothes and horse. ☐

5. What do you learn from the story?
    Answer: ____

6. If you were the writer, how would you change the main character?
    Answer: ____

7. Have you ever read another similar tale to this? What is it? How is it similar or different to this tale? You can present the similarities and differences by completing the Venn diagram below.



Picture 2.7 Venn Diagram

Activity 5

Here is a dialogue between two friends about the 'Puss in Boots' tale. Complete the dialogue using the information from the tale you have listened to. The answer choices are provided below.

• it took three months	• the cat could also play trick on an ogre
• he played a trick	• his master was a crown prince
• he made up some lies	• the cat could bring some lucks

Alma : Hi Hira, what are you reading?

Hira : Oh, hi Alma. This is one of the famous fairy tales entitled "Puss in Boots". Have you ever read this tale?

Alma : It sounds familiar. Yet, I can hardly remember what it is about.

Hira : It is about a cunning cat who helped his master to find his luck.

Alma : Interesting! How could the cat help his master?

Hira : It's actually not a good thing as ______ (1). He told the king that ______ (2) called the Marquis of Carabas.

Alma : Wow, he had to be a very special cat. How could it be so easy for the king to trust the cat?

Hira : It was actually not that instant. ______ (3) for the cat to continuously send gifts to the king on behalf of his master until the king truly believed in his master's goodness. Not only able to fool the king, but ______ (4).

Alma : I feel very interested to know more about it.

Hira : You should read it by yourself. The tale is very fun to read.

Alma : I will read it for sure. Thanks for sharing.

Hira : You are welcome, Alma.

Activity 6

Let's learn more about the characters in 'Puss in Boots' tale. Listen to the tale once more and match the descriptions (1-4) with the characters (a-d) in the story.

Description		Character
He was really poor and when he passed away, he left nothing but his three sons, mill, donkey, and a cat.	1	a The King
He was cunning and hard working. He had a brilliant idea to change his master's life.	2	b Miller's youngest son
He was young, handsome and well-built. However, he had no idea and was just a follower.	3	a The cat
He was rich. He was easily pleased, tricked and deceived.	4	a The miller

Activity 7

Learn more about the expressions used in the story. Complete the table below. Find the expressions used to introduce the characters and settings in each part of the story. The first expressions were given as the example. You will need the expressions when you write or tell a tale.

Characters	Setting of time	Setting of place
A poor miller	In the old days,	In small city in Italy
……	……	……
……	……	……
……	……	……

Activity 8

Work in pairs. Discuss these questions

What do you think of the tricks that puss did to gain luck and advantages for his master? Is it a right and legal action? Is it acceptable? Explain your reason.

____

____

____

____

D. Grammar Focus

Noun Phrases

In the fairy tales that you have listened to, you find the following phrases:

1. puss in boots
2. herbs for the pot
3. rabbits of the warren
4. this cunning cat
5. once upon a time

The phrases above are called noun phrases. **A noun phrase** is a phrase that includes a noun and (optionally) modifiers. In narrative texts, noun phrases are commonly used to introduce the characters and setting of the story. They are used to evoke senses and provide details of the characters and settings.

Practice

Can you remember the noun phrases in the "Puss in Boots" story? Complete the sentences below using the words provided.

a cunning cat	a bag	such nice presents	a magnificent rum punch	his three sons
a poor ……	his master	a pair of boots	a great stone	a spacious hall

1. In the old days, there lived _____ Miller _____.
2. The cat asked for _____ and _____ to the Miller's son.
3. Lord Marquis of Carabas was the title which puss gave to _____.
4. Puss was the cat who had so often brought the king ______.
5. This _____ had actually hidden the clothes ______.
6. The king's entourages and Lord Marquis of Carabas passed into ______, where they found ______.

Adverb of time, place and manner

In the fairytale entitled "Puss in Boots" that you have listened to, you find the following words:

• very • happily • actually • never • first	• immediately • favorably • finally • upon him • perfectly

These words are called adverbs. In narrative texts, we also use adverbs to provide details on the descriptions of the characters and setting. **Adverb**

is a word that describes a verb, an adjective, another adverb, or the whole sentence. There are different types of adverbs, namely: adverbs of manner, place, time, duration, frequency, degree, etc. However, in this section, we will only learn about adverbs of time, place and manner. Pay attention to the explanation given in the table.

Type	Function	Position	Example
Time	To provide information about time.	It usually appears at the end of a clause, but sometimes it appears in the front position (especially when the writer wants to emphasize the adverb).	• The cat met the king **a day before**. • **In the olden days**, there lived a really poor farmer.
Place	To provide information about the place.	It usually appears at the end of a clause, but it sometimes also appears in the front position (especially in writing).	• The cat was waiting **outside**. • **Outside**, there was a really beautiful pond full of fish.
Manner	To show how actions are performed (It answers the question 'in what manner?'	It usually appears at the end of a clause, but sometimes it appears in mid position (when the object is very long).	• The cat ran **quickly**. • The cat **quickly** ran out of the room chasing the black mouse.

Practice

Can you remember the adverbs used in the "Puss in Boots" story? Complete the sentences below using the words provided.

ever	in the old days	happily	then
never	out of	just	inside

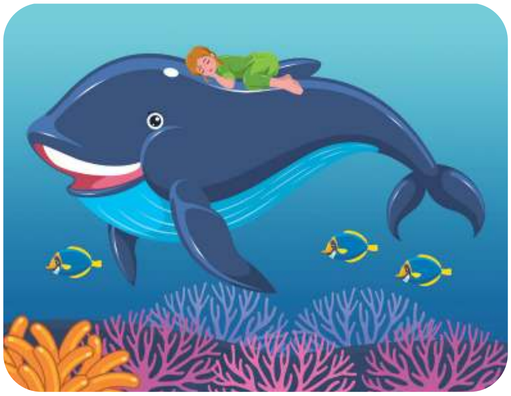
1. "I think I will _____ eat this cat," said the youngest Miller.
2. He, _____, went to the market, spent his last pennies on ordering a fine pair of boots for the cat.
3. He went ______ with a rabbit inside his bag.
4. While the king's guards were drawing Marquis of Carabas ______ the river, the cat came up to the coach to meet the king.
5. "This is a meadow which _____ fails to yield a plentiful harvest every year," said Lord Marquis of Carabas to the king.

E. Writing

Activity 1

Story Mapping

After reading and listening to different kinds of tales. It is time for you to write your own tale. Observe the following picture and write a tale about it. You can be as creative as you can. Use the story map below to outline your writing.



Picture 2.8 Fairy tale writing

Story Map

Tittle : ______________________________

Descriptions of the setting:

____

____

____

Descriptions of the characters:

____

____

____

Actions or Events that happened:

____

____

Problem/Conflict:

____

____

____

Solution:

____

____

____

Ending:

____

____

After you finish mapping your story, exchange your story map with your classmates and get feedback from your classmates and your teacher. Then, revise your work according to the given feedback.

Activity 2

Writing a Complete Story

Develop your story map into a well written story. Don't forget to use the correct structure and language features of a narrative text .

Your writing

____

____

Once you are satisfied with the content of your writing, recheck the grammar, usage, and mechanics. Have your classmates help you read and review your writing. Here are the proofreading checklists (√) that you can use.

1. The story has an interesting title.	
2. The setting have been introduced using descriptive language.	
3. The character has been introduced interestingly.	
4. What happened at the beginning of the beginning of the story has been explained.	
5. The story has interesting problem(s).	
6. There are sequence words to order the events.	
7. There is the use of action dialogue and feeling to bring the story to a close.	
8. There is a balanced ending to the story.	
9. There are no spelling and grammar errors in my writing.	
10. Capitalization and punctuations are correctly used.	

If you still find some errors in your writing, you should consult your teacher and make final corrections. Do not forget to reread for the final check.

F. Speaking

Activity 1

Storytelling

It is the time for you to perform your work. You will present your story in a storytelling performance. Each of you will have 5-10 minute-storytelling performance. You can prepare your performance by following these instructions.



Picture 2.9 The Puppet Show

1. Practice reading your written story over and over until you can tell the story without looking at your writing. While performing, if you forget certain parts, you can alter or add the story. You can improvise.
2. Use visual props (if possible) to bring the character to life.
3. Explore the role of each character in the story you wrote and dramatize the character. Change your voice accordingly.
4. While performing, maintain eye contact, use facial expressions, use gestures and change your voice with different characters.
5. Rehearse your storytelling over and over before performing.

Activity 2

Talking about the characters in the story

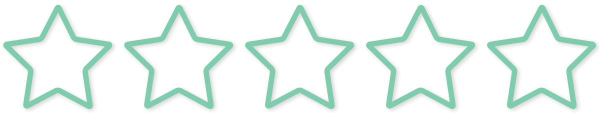
After performing your storytelling and enjoy your classmates' performance, develop a dialogue with two of your classmates talking about the characters in the story that you have developed. You may discuss with your mates whose story will be discussed. You can use the dialog prompt below or just develop your own dialogue.

Student 1	:	Hi, do you like the story entitled ______?
Student 2	:	Yes. I am particularly impressed with ________ (name one of the character in the story). He/she was ________ (description of the character).
Student 1	:	Yes, he/she ________ (more descriptions of the character)
Student 3	:	I prefer _____ (another character in the story). He/she was ________ (description of the character).
Student 1	:	Yes, I also like her/him. He/she ________ (more descriptions of the character).
Student 2	:	If he/she _____ (description of the character that student 3 likes), I think I will also like him/her.
Student 3	:	____
Student 1	:	____
Student 2	:	____

G. Reflection

After learning Unit 2, you should self-reflect or look back at your learning experience. There is no right or wrong answer. Just be honest.

1. On a scale from 1-5, how do you rate your understanding about fairy tales that you have learned? Fill up the stars.



CAN YOU?

2. Can you identify the characteristics of the fairy tales.
3. Can you understand noun phrases, and adverbs of time, place and manner in the fairy tales. ?
4. Can you understand implicit and explicit information (main ideas and detailed information) from the texts that you have read and listen to?
5. Can you write a story with an appropriate schematic structure and linguistic features?
6. Can you retell the story that you have written?

WHAT?

7. What values have you learned from this unit?
8. What is your favorite learning activity in this unit?
9. What is your least favorite learning experience in this unit?
10. How does the materials you have learned in this unit relate to real-world situations and problems?

NOW WHAT?

11. What would you like to improve?
12. What do you want to learn more in the future?
13. In your daily life, how will you apply what you have already learned?

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI REPUBLIK INDONESIA, 2021
Bahasa Inggris Tingkat Lanjut
untuk SMA Kelas XI
Penulis : Rida Afrilyasanti, Anik Muslikah Indriastuti
ISBN : 978-602-244-863-1



Unit 3

Fantasy

After learning this unit, you are expected to:

1. Identify the different characteristics of a fantasy story, including social functions and text structures.
2. Identify some of the linguistic features of a fantasy story, namely: adjective clauses and reported speech.
3. Understand implicit and explicit information (main ideas and detailed information) from the texts.
4. Write a story with an appropriate schematic structure and linguistic features.
5. Share and tell the story in focus.

A. My Initial Understanding

Look at the picture and discuss the following questions with a partner. Remember to respect each other's answer.


Picture 3.1 The Wardrobe 1

1. What can you see in the picture?
2. Can you guess what story you will read?
3. What kind of story will it be? Will it be a happy, sad, adventurous, or mystery story?
4. From the picture, can you guess whether it is the story setting or the character? Please describe.

B. Reading

Activity 1

In order to help you understand the story you will read, let's learn some vocabularies that you will find in the story. Read the sentences and, based on the context, guess the meaning of the bold printed words. Then, match the word with its meaning.

Vocabulary Items of The Lion, the witch and the Wardrobe

1. Lucy encountered the **Faun** Tumnus in a strange, snowy wood.
2. Tumnus was a servant of a terrible White Witch, who had **bewitched** Narnia so that it was always winter and never Christmas.
3. The witch fed Edmund enchanted **Turkish Delight** and persuaded him to bring back his siblings.
4. Tumnus had been jailed on **treason** accusations.

5. When the **Pevensies** passed a forest lamppost while hunting a magical white deer, they returned to their former world, where time had scarcely passed and they were once again kids.

Faun	Put a magic spell on someone or something in order to control him/her/it.
Bewitched	Broke suddenly into very small pieces.
Turkish Delight	The crime of assisting your country's enemies or seeking to overthrow the government illegally.
Treason	A fictional creature that looks like a small man with a goat's back legs, a tail, ears, and horns.
Shattered	A soft sweet that is usually cut into squares and dusted with powdered sugar.

Activity 2

Now, read a fantasy story entitled 'The Lion, the Witch, and the Wardrobe.' While reading, pay attention to the characters and the events told in the story.

Structures	Text	Language Features
Orientation:	**The Lion, the Witch, and the Wardrobe**  Picture 3.2 The Wardrobe 2 During the World War II, four siblings, Peter, Susan, Edmund and Lucy were sent to live in the country with Professor Kirke. They explored the house on their first day, and Lucy, the youngest, discovered an enormous wardrobe.	**Action Verbs** • They explored the house on their first day, and Lucy, the youngest, discovered an enormous wardrobe.

Structures	Text	Language Features
Complication	Being curious, Lucy stepped inside the wardrobe and found herself in a strange, snowy wood. She encountered the **Faun** Tumnus. “You are in Narnia. Let’s get going before you are caught by the Witch” said Tumnus. At his home, Tumnus sadly told Lucy that he was a servant of a terrible White Witch, who had **bewitched** Narnia so that in Narnia, it was always winter but there never was a Christmas. Tumnus also said, “I am a kidnapper and it is my job to capture human beings like you, Lucy.” Hearing that, “So, Mr Tumnus, is that the reason why you asked me to come here?” Lucy wailed. “Yes, I am so sorry, Lucy,” Tumnus answered. Then, Lucy pleaded with Tumnus to let her go. Luckily, he agreed, so she went back home shortly. Afterward, Lucy told her siblings about her adventure in Narnia. However, they did not believe her. “I’ve never heard a place called Narnia,” said Peter.  Picture 3.3 Tumnus and Luci Edmund teasingly yelled, “Come on, you just went away for seconds, not hours!” Lucy insisted that Narnia	**Past Tense:** She encountered the Faun Tumnus. **Sequence words:** During, afterward etc. **Noun Phrases:** four siblings, their first day, etc. **Adverbs:** Luckily, he agreed, so shortly she went back home **Adjective Clause:** Tumnus sadly told Lucy that he was a servant of a terrible White Witch, who had bewitched Narnia.

Structures	Text	Language Features
	is real, but when her siblings looked in the back of the wardrobe, they only saw an ordinary piece of furniture. Edmund teased Lucy endlessly until he spotted her disappear inside the wardrobe one day. Edmund followed Lucy and found himself in Narnia as well. In Narnia, Edmund did not see Lucy, and instead met the White Witch who introduced herself as the Queen of Narnia. The witch fed Edmund enchanted **Turkish Delight** and persuaded him to bring back his siblings. On the way to the lamppost, which marked the border between Narnia and the real world, Edmund saw Lucy and was informed about the evil the Witch. But he kept on disbelieving. When they returned home, Edmund did not even tell Susan and Peter that Narnia really existed. One day, when the four siblings were hiding from the housekeeper in the wardrobe, they found themselves in Narnia. Lucy took them to Tumnus' house, but they were unable to find him; instead, they found a message notifying them that Tumnus had been jailed on **treason** accusations. When they were preparing to help Tumnus, they met Mr. Beaver, who said, "You will not be unable to save Tumnus unless you join the great lion, Aslan, at the Stone Table."	**Shortened form of Adjective Clause:** I've never heard a place called Narnia. **Reporting verbs:** "You are in Narnia. Let's get going before you are caught by the Witch" said Tumnus. **Continue to identify the language features of the fairy tale as above. Highlight the words or phrases using different colors.**

Structures	Text	Language Features
	Mr. Beaver told, “It is forecasted that Aslan will fix all wrongs and transform winter into spring.” He added, “It is also foretold that the White Witch, who only pretends to be human, will be defeated when two “Sons of Adam” and two “Daughters of Eve” sit on the thrones of the castle of Cair Paravel in Narnia.” During the conversation, Edmund sneaked off to meet the White Witch and told her about the plan to meet Aslan. Sadly, he was not rewarded, yet was treated like a prisoner. Soon, the kids and Mr. Beaver could meet Aslan but when they were setting up a camp, the witch with her followers came. Then, Aslan and the witch had a private conversation apart from the kids. That night, Lucy and Susan could not sleep and go looking for Aslan who they found leaving the campsite. Aslan allowed them to accompany him, but before they arrived at the Stone Table, he asked the girls to keep their distance and remain hidden. The Witch mocked Aslan, shaved his mane, tied him to the Stone Table and executed him, revealing that he gave his life for Edmund’s. Devastated, the girls stayed with Aslan’s body all night. In the morning, the Stone Table **shattered** in two and Aslan returned from dead, he became even more powerful.	

Structures	Text	Language Features
	 Picture 3.4 Susan, Susi, and Aslan Then, Susan and Lucy rode on Aslan's back to the White Witch's castle, where Aslan awakened many creatures the witch had turned to stone, including Tumnus. Meanwhile, Peter led Aslan's army against the witch in a massive fight. The battle was won when Aslan killed the witch. The kids inherited the Narnia thrones and grew to adulthood while Aslan vanished. When the Pevensies*) passed a forest lamppost while hunting a magical white deer, they returned to their former world, where time had scarcely passed and they were once again kids. Adapted and Summarized from http://www.samizdat.qc.ca/arts/lit/PDFs/LionWitchWardrobe_CSL.pdf Pevensies is the kingdom of Narnia's newest dynasty following the age of Winter, during which a single monarch, the White Witch Jadis, had reigned for a hundred years.	

Activity 3

Choose the best answer to the following questions.

Access and retrieve

1. What was unusual about Professor Kirke's house?

   Answer: ____________________

2. How did the adventure begin?

   Answer: ____________________

3. How could finally Lucy's siblings find Narnia?

   Answer: ____________________

Integrate and interpret

1. Why was Edmund reluctant to trust Mr. Beaver? Why did he reveal his siblings' plan to the White Witch?

   Answer: ____________________

2. How is Edmund's personality? Use the information in the text to support your answer.

   Answer: ____________________

Reflect and evaluate

1. What are your opinions on Lucy's decision to enter the forest by herself? Was it prudent, brave, or foolish? What would you do if you were Lucy? Why?

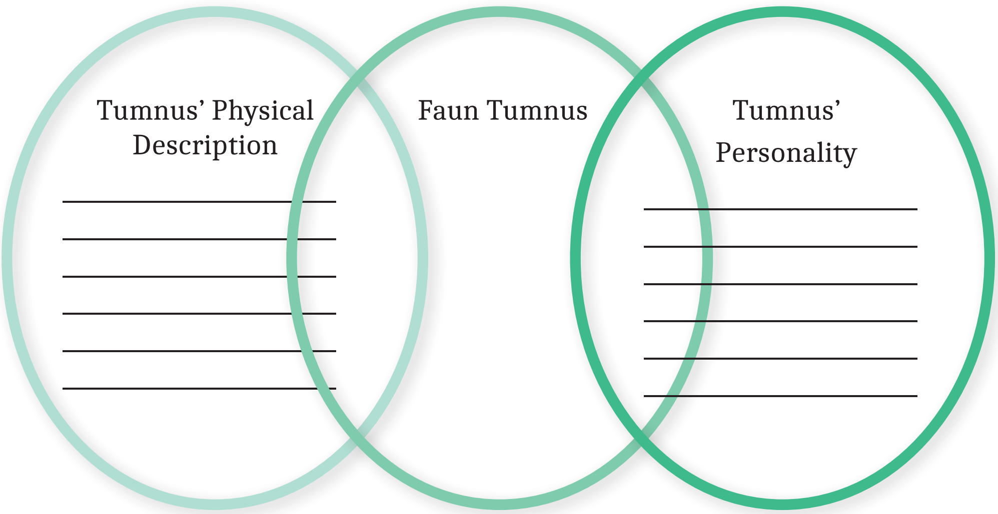
   Answer: ____________________

2. Do you agree with the kids' decision to rescue Tumnus? Why or why not?

   Answer: ____________________

Activity 4

Read the story again and describe Faun Tumnus by completing three ovals below. In the first oval, write the description of Tumnus' physical appearance. In the second oval, draw Tumnus's picture and in the third oval, tell Tumnus' personality.



Picture 26. Three Ellipses

Activity 5

Understand the story more by putting these events in order.

	Lucy met Tumnus and found out that Narnia was under the spell of the White Witch.
	Under the influence of the Witch's spell, Edmund told his siblings' plan to save Tumnus.
	With the help from Aslan, the childern could save all creatures from the witch's enchantment and inherit Narnia's thrones.
	Lucy and her siblings explored the house and she found out a magical wardrobe that led her to Narnia.

	One day, all of the children accidently discovered Narnia and found that Tumnus had been imprisoned.
	All of her siblings did not believe in Lucy's story about Narnia until one day Edmund found out himself about it.
	Lucy and her siblings moved to Professor Kirke's house in the country.

Activity 6

Reread "The Lion, the Witch, and the Wardrobe" story. What lessons did you learn from each characters? Discuss with three different mates and compare to your answer.

There are many moral lessons that you can learn from the story, such as honesty, integrity, forgiveness, courage, and self-sacrifice. The lessons are presented by the characterization of each character in the story. Complete the following chart with the names of the characters that best describe the characterizations provided. You also have to provide evidence from the story that supports each character's characterization.

Honesty and Integrity Character's Name(s): ____________________	**Explanation and Evidence:** ____________________ ____________________ ____________________ ____________________ ____________________
Forgiveness Character's Name(s): ____________________	Explanation and Evidence: ____________________ ____________________ ____________________ ____________________

Courage Character's Name(s): ____________________	Explanation and Evidence: ______________________________ ______________________________ ______________________________ ______________________________ ______________________________
Self-sacrifice Character's Name(s): ____________________	Explanation and Evidence: ______________________________ ______________________________ ______________________________ ______________________________ ______________________________

Activity 7

Choose one of two provided answers. Then, explain your reasons for choosing the answer.

Read each of the statements in the first column. Make a decision on whether you agree or disagree with the statements. Compare your answer before and after reading the story. Explain your choices and reasons for changing/ not changing your choices. There are no right or wrong answers.

Statement	Before Reading		After Reading		Your Explanation
	Agree	Disagree	Agree	Disagree	
You should not believe something unless you see it yourself.					
Even if someone has done something wrong, you should forgive them.					
Sacrifice is a way to show love.					

Activity 8

Read and understand some key concept materials given below. You can make a study gram in your notebook in order to help you understand more.

You have read and understand a story entitled “The Lion, the Witch and the Wardrobe.” It is a fantasy. Fantasy are stories that include impossible or magic systems as the components of the story.

As the characteristics of narratives texts, fantasy is also aimed to amuse or entertain the readers and consists of orientation, complication and resolution (Emilia, 2016). In Unit 1 and 2, we have already learned five language features of a narrative text, namely: action verbs, past tense, sequence words, noun phrases, as well as adverbs of manner, time and place. In the following sections, we will also gradually learn two other language features of a narrative text. They are adjective clauses and reported speech.

C. Listening

Activity 1

Before Listening: Look at the picture and answer the questions about it.



Picture 3.5 Animal Farm

1. What can you see in the picture?
2. Is there any story related with the picture shown above? What is the title of the story?
3. Are you familiar with the animal rules? In your opinion, are the animals the subject to the rules, or are they both?

Activity 2

In order to help you understand the story you are about to listen, learn some key words. Match the words with the definitions. Then, make sentences using these words and write them in your notebook.

Vocabulary Items of Animal Farm

tyranny, animalism, leadership, windmill, scapegoat, privilege, equal, speculation, blasting, alliance,

Description	Word
causing injury, especially affecting with sudden violence or ruin	
a group or association that is formed for mutual benefit	
a construction with vanes that turn in the wind and generate power to grind grain into flour	
being the same in quantity, degree, size, or value	
cruel and unfair treatment by those with a power over the others	
actions of leading a group	
behaviors that characterize animals	
a special right or advantage granted or given only to a particular person or group	
someone who is blamed for the wrongdoings or faults of others	
assumption, a guessing or prediction	

Activity 3

You will listen to a story entitled "Animal Farm." Fill in the blank using words from the story.

The Listening transcript is provided in the Teacher's Book.

Animal Farm
by George Orwell

One night, the oldest pig on Manor farm, named the Old Major, called all the animals in the farm for a meeting. He described his dream about the world where all animals would live free from the ____ (1) of the human masters. The Old Major died soon after the meeting, but inspired by his philosophy of animalism, two younger pigs, Snowball and Napoleon assumed command.

Napoleon and Snowball led the animals in Manor farm to rebel and drive Mr. Jones from the farm. Then, the animals changed Manor farm's name to Animal farm. The seven rules of ____ (2) were written on the wall of the barn. Snowball acted as the leader, attempting to read and write. Then, the pigs soon elevated themselves to the position of leadership. Meanwhile, Napoleon managed to take the pups from the farm dogs and trained them privately.



Picture 3.6 Napoleon

One day, Mr Jones came with his friends, trying to retake the farm. However, the animals defeated him and could defend the farm. As the smartest animals, Napoleon and Snowball struggled for ____ (3). When Snowball announced the idea for constructing a windmill, Napoleon opposed it. Napoleon had his dogs chase Snowball away.

Later, in Snowball's absence, Napoleon declared himself leader and made many changes. He eliminated all meetings and instead a committee of pigs ran the farm.

A pig named Squealer was assigned by Napoleon as accomplice. He announced that Snowball stole Napoleon's idea of making a ___ (4). All animals except the pigs had to work harder to make the windmill and were promised to have easier lives with the windmill. In fact, the animals received less and less food, while the pigs grew fatter. Unfortunately, months after making the windmill, a violent storm hit. Napoleon convinced the animals that Snowball destroyed it. He started to make Snowball a ___ (5). When he purged the farm by killing animals, he also accused Snowball of being the culprit. Napoleon has surely abused his powers, he made life even harder for animals. The pigs imposed more control over the farm while they reserved ___ (6) for themselves. The rules of animalism in the farm began to change and evolved. The pigs started to adopt the lifestyle of humans while the other animals, though cold, starving, and overworked, remained convinced through psychological conditioning that they were still better off than they were ruled by Mr. Jones.

Unexpectedly, Mr. Frederick, one of the neighboring farmers, swindled Napoleon and attacked the farm, using ___ (7) powder to blow up the restored windmill. Although the animals could win the battle, they did so at great cost, including Boxer, the horse, who was wounded. While being ill, Boxer continued working harder and harder, until he collapsed while working on the windmill. Napoleon directly sent for a van to take Boxer to the vet, explaining that a better car could be given there. Boxer died, amongst ___ (8) from the pigs that it was a cover-up from Squealer.

Years passed and the pigs learned to walk upright, carried whips, and wore clothes just like humans. The seven rules of animalism were reduced to a single phrase: All animals are ___ (9) but some animals are more equal than others. One night, Napoleon held a dinner party for the pigs and the humans of the area, who congratulated Napoleon

on having the hardest-working animals in the country on the least feed. Then, Napoleon announced an ___ (10) with humans and reverted the name of the farm to 'Manor Farm.' The other animals overheard those conversations. They noticed that the faces of the pigs had begun changing. The animals realized that the faces of pigs looked like the faces of humans and no one could tell the difference between them.

Adapted from a synopsis found at http://en.wikipedia.org/wiki/Animal_farm

Activity 4

Read "Animal Farm" story again. Answer the questions. Compare and discuss your answer with your classmate's.

1. What is the story about?

   Answer: ____

2. Who is your favorite character? What do you like about him/her?

   Answer: ____

3. Would you want to be that character? Why or why not?

   Answer: ____

4. What do you learn from your favorite character?

   Answer: ____

5. How did the pigs gain their leadership? Why did all the other animals allow this to occur?

   Answer: ____

6. How did Napoleon solidify his leadership position on the farm?

   Answer: ____

7. What happened to Boxer? How did other animals learn of his fate?

   Answer: ____

8. Compare Snowball's with Napoleon's leadership. Which leadership do you prefer? Why?

   Answer: ____

9. What was your reaction to the animals taking power from humans?

   Answer: ____

10. What do you learn from the story?

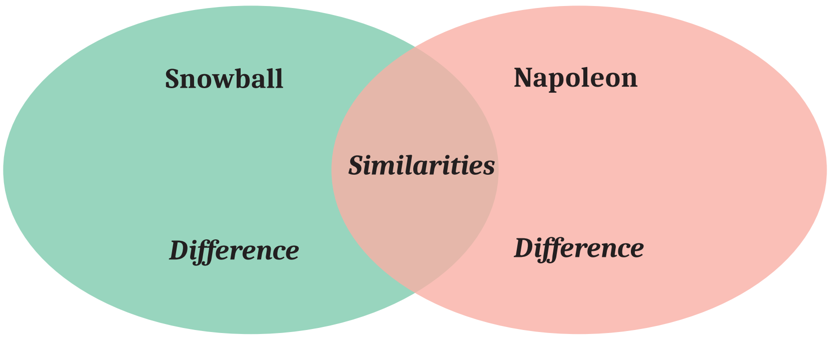
   Answer: ____

Activity 5

Read the story again. Then, note down the details of each character below. Underline the sentences in the story that support your descriptions.

Mr. Jones	
Old Major	
Snowball	
Napoleon	
Squealer	
Boxer	

From the description of the characters above, compare between Snowball's and Napoleon's characteristics. Discuss with your peers.

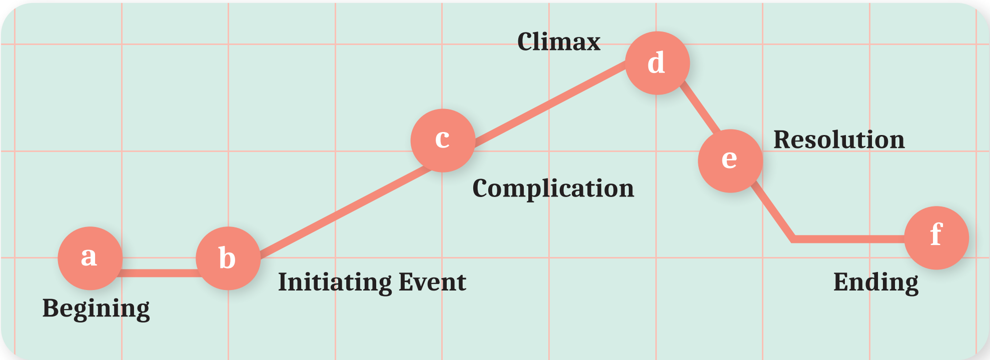


Picture 3.7 Venn Diagram

Activity 6

Now, let's identify the series of events being told in the story you have listened to. Identify the structure of the story by matching up the sentences (1-7) with the plot structure (a-f). There is one extra sentence.

1. Napolen repelled Snowball from the farm and abused his powers that made the life even harder for the other animals in Manor farm.
2. The pig taught the other animals to read and write, and worked for the animal revolution.
3. The old Major spoke about animal freedom which then inspired Snowball and Napoleon to take on the leadership roles.
4. The animals realized and witnessed the cruelty and tyranny of of the pigs led by Napoleon.
5. The animals overheard the conversations of Napoleon and the other pigs with humans talking about their success to fool other animals for their own benefits.
6. The animals lived as livestock on Manor farm which was owned by Mr. Jones.
7. Napoleon and Snowball led the animals in Manor farm to rebel and take control of the farm.



Picture 3.8 The Structure of Story Organization

Activity 7

Let's have further discussion on one of the problems raised in the story you have listened to. State your opinion and have a discussion with your classmates.

In 'Animal Farm' story, it is said that Napoleon took the control of the farm. He managed to make all the animals work harder for the farm with lower payment (they received less and less food). Besides, he also had business with humans. What do you think about Napoleon's business attitude in managing the farm?

____

____

Was the way Napoleon managed the farm acceptable? Why or why not?

____

____

D. Grammar Focus

Adjective Clauses

Now, let's learn about some language features in a story. You will need this when writing or telling a story. In the 'Animal Farm' story that you have listened to, you find the following sentences:

1. One night, the oldest pig on Manor farm, **named the Old Major**, called all the animals in the farm for a meeting.
2. He described his dream about the world **where all animals would live free.**
3. A pig, **named Squealer,** was assigned by Napoleon as an accomplice.

4. They did so at a great cost, including Boxer, the horse, **who was wounded.**

5. Napoleon held a dinner party for the pigs and the humans of the area, **who congratulated Napoleon on having the hardest-working animals in the country on the least feed.**

The words written in red colors are called **adjective clauses.** A clause is a group of related words that has a subject and a verb. An adjective clause is also called relative clause. It tells us which person or thing (or what kind of person or thing) the speaker means. In order to understand the construction of adjective clauses, please have a look at the following examples:

They did so at great cost, including Boxer, **the horse** - **The horse** was wounded.

They did so at a great cost, including Boxer, **the horse, who was wounded.**

Meanwhile, the words written in orange above are the **shortened form of adjective clauses.** We can reduce an adjective clause by omitting the relative pronoun (who, that, or which) and the verb be. For example:

1. The Animal Farm was an award- winning novel **which was written by George Orwell.**
2. The Animal Farm was an award- winning novel, **written by George Orwell.**

Practice 1

Make one sentence from two. Use who/that/which. Write the new sentences in your notebook.

1. Manor farm was owned by an irresponsible and drunken man. The man was called Mr. Jones.
2. One day, there was an animal revolution on the farm. The revolution was led by two young pigs.

3. Napoleon managed to drive Snowball out of the farm. Napoleon was a really cunning and evil pig
4. Boxer had to work harder than the others. Boxer was one of the strongest animals in the farm
5. In a dinner party with other pigs and humans of the area, Napoleon held a serious conversation. The conversation was about forming an alliance.

Practice 2

Read the sentences that you have combined in Practice 1. Reduce the adjective clauses to the shortened form. Then, write the new sentences in your notebook.

Reported Speech

In 'The Lion, the Witch, and the Wardrobe' story, you read the following sentences:

1. "You are in Narnia. Let's get going before you are caught by the Witch" said Tumnus.
2. "I've never heard a place called Narnia," said Peter.
3. Tumnus told Lucy that he was a servant of a terrible White Witch.
4. He said that they would not be unable to save Tumnus unless they joined the great lion, Aslan, at the Stone Table.

The first two sentences above (a & b) are called **direct speech.** Meanwhile, sentences c & d are called **indirect speech** (reported speech). Direct and indirect speech are used when the speaker tells someone what someone else said.

Direct speech is used when the speaker reports what someone else said as if he said it. In this case, the speaker does not change anything about what he/she heard, he/she just transmits it to the next person. For

example:

- "You went away for seconds, not hours," Edmund said.

Indirect speech is used when the speaker reports what someone else has said. When we use indirect speech, we make some changes in:

1. Pronouns (to reflect who is speaking)

   For example, if you are reporting the speech of someone who talked about himself with the 1st person pronoun (I), you need to change the pronoun to 'he.' Please learn from the sentence below.

   Direct speech: "You went away for seconds, not hours," Edmund said.

   Indirect speech: Edmund said that I had gone away for seconds, not hours.

2. Verbs (Because in indirect speech we are reporting, we use a tense which is *further back* in the past)

   Please learn from the sentences below.

Direct Speech	Indirect Speech
"You will go away for seconds, not hours," Edmund said.	Edmund said that I would go away for seconds, not hours.
"You go away for seconds, not hours," Edmund said.	Edmund said that I went away for seconds, not hours.
"You are going away for seconds, not hours," Edmund said.	Edmund said that I was going away for seconds, not hours.
"You went away for seconds, not hours," Edmund said.	Edmund said that I had gone away for seconds, not hours.
"You were going away for seconds, not hours," Edmund said.	Edmund said that I had been going away for seconds, not hours.
"You have gone away for seconds, not hours," Edmund said.	Edmund said that I had gone away for seconds, not hours.
"You had gone away for seconds, not hours," Edmund said.	Edmund said that I had gone away for seconds, not hours.

Practice

Reread "The Lion, the Witch, and the Wardrobe" story. Note down the direct and indirect speeches that you can find in the story. Change the sentences (from direct into indirect and the other way round).

Direct Speech	Indirect Speech
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

E. Writing

Activity 1

Story Builder Chart

After reading and listening to different kinds of stories. It is time for you to write your own story. Choose one from three given fantasy story prompts below. Then, write a fantasy story about it.

Prompt 1.

A legendary dragon was attempting to kidnap a beautiful princess. Plot twist: the princess captured the dragon and imprisoned it in her tower to teach it a lesson.

Prompt 2.

A famous writer became trapped inside his/her own book.

Prompt 3.

In the attic, you discovered your great-grandfather's antique chessboard. You moved a piece unconsciously. The following day, an opposing piece was moved.

In order to help you plan your writing, use the story builder chart below. Make similar chart in your notebook and draft your story.

MAIN CHARACTER	SUPPORTING CHARACTERS
What is the name? How does he/she look like? How are his/her personalities?	What are their names? How do they look like? How are their personalities? What are their relationship with the main character?

SETTING	STORY HOOK
When did the story take place? Where did the story take place? How was the atmosphere?	How were the characters and settings introduced? How did the story start?

PROBLEM	CLIMAX
What problems did the characters have? Which characters got the problems?	What was the biggest problem or the turning point of the story?

SOLUTION	ENDING
Which character solved the problem? How were the problems solved?	How was the ending? What is the moral of the story?

After you complete your story builder chart, exchange your chart with your classmates and get feedback from peers and your teacher. Then, revise your work according to the given feedback.

Activity 2

Writing a Complete Story

Develop your story builder chart into a well written story. Don't forget to use the correct structure and language features of a narrative text .

Your Writing:

____

____

____

____

____

Once you are satisfied with the content of your writing, recheck the grammar, usage, and mechanics. Have your classmates help you reading and reviewing your writing. Here are the proofreading checklists (√) that you can use.

1. The story has an interesting title.	
2. The setting and atmosphere have been introduced using descriptive language.	

3. The character has been introduced interestingly.	
4. What happened at the beginning of the beginning of the story has been explained.	
5. The story has interesting problem(s).	
6. There are sequence words to order the events.	
7. There is the use of action dialogue, and feeling to bring the story to a close.	
8. There is a balanced ending to the story.	
9. There are no spelling and grammar errors in my writing.	
10. Capitalization and punctuations are correctly used.	

If you still find some errors in your writing, you can immediately edit and make final corrections. Don't forget to reread for the final check. When you do not find any errors anymore, your writing is ready to publish.

F. Speaking

In this speaking section, you can choose one of the following activities.

Activity 1

Share your Story

It is time for you to present your work orally. You will present your story in inside-outside circle activity. Follow the instructions below.

1. Create one large circle and pair up.
2. One partner moves to the inside. Partners face each other (students who stand in inside circle face those who are in the outside circle).
3. Share your story (starting from those who are in the inside circle).

4. When the teacher says ‘pass’, take turn. Those who stand in the outside circle take turn to share the story.
5. When the teacher says ‘move’, those who stand in the outside circle should move one step to the left or right and repeat the storytelling activity.

source: https://www.edutoolbox.org/rasp/2076

Activity 2

Discussions

You will have a drama performance by the end of Unit 3. Choose one of all the stories that you and friends have written. Discuss with your classmates. Here are the things that you need to consider in choosing a story to perform.

1. Does the story have complete story elements?
2. Is it possible to have a character growth from the chosen story?
3. Is the setting possible to create on a stage?
4. Is it possible to have a group-act play?

Activity 3

Developing a drama script

Work together with your classmates to make a drama script based on the chosen story. You will have more detailed information on conducting the drama in the Project Section of this Unit.

Here are some speaking tips to prepare your performance.

1. Speak naturally and with feeling.
2. Practice show your feelings, facial expressions, and gestures to convey feelings.

3. Practice your lines in front of a mirror a few times.
4. Rehearse a lines with your partner a few times before performing on the stage.
5. Face toward the audience and your fellow actor/actress as you say your lines.

G. Reflection

After learning Unit 3, this is the time for you to self-reflect or look back at your learning experience. There is no right or wrong answer. Just be honest.

1. On a scale from 1-5, how do you rate your understanding about fantasy story? Fill up the stars.

☆☆☆☆☆

CAN YOU?

2. Can you identify the elements of a fantasy you read and listened to?
3. Can you identify adjective clauses and reported speech in the fantasy you read or listen to?
4. Can you understand main ideas and detailed information from texts that are read and listened to?
5. Can you write a fantasy with an appropriate schematic structure and linguistic features?
6. Can you share the story that you have written?

WHAT?

7. What values have you learned from this unit?
8. What is your favorite learning activity in this unit?
9. What is your least favorite learning experience in this unit?
10. How does the material you have learned in this unit relate to real-world situations and problems?

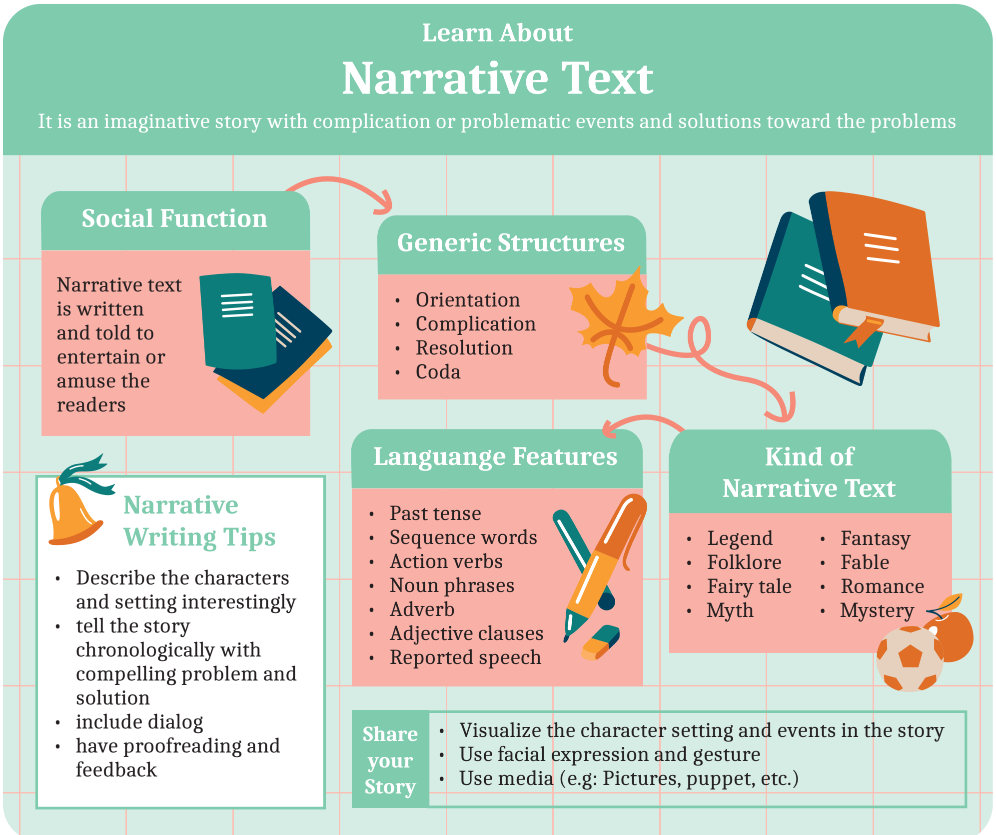
NOW WHAT?

11. What would you like to improve?
12. What do you want to learn more in the future?
13. In your daily life, how will you apply what you have already learned?

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI REPUBLIK INDONESIA, 2021
Bahasa Inggris Tingkat Lanjut
untuk SMA Kelas XI
Penulis : Rida Afrilyasanti, Anik Muslikah Indriastuti
ISBN : 978-602-244-863-1

Concluding Section 1

A. SUMMARY

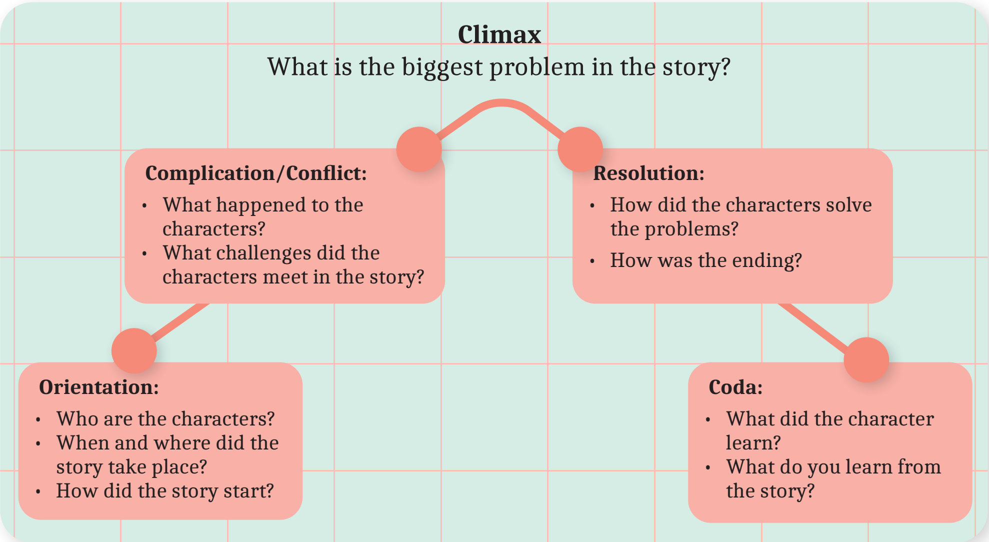


Picture 3.9 Infographic of Narrative Text

In units 1-3, you have learned about a narrative text in the form of a legend, fairytale, and fantasy. **A narrative text** is used to entertain or amuse the readers. A narrative text usually has the following **components:**

Characterization	a description or the distinctive nature or feature (it can be physical, emotional, mental and social qualities) of someone or something to distinguish one individual from another.
Setting	the time and place when or where the story takes place.
Plot	the sequence of events that make up a story.
Orientation	introduction to the characters, setting and directions of the story.
Complication	struggles or problems faced by the characters.
Climax	the peak point of the problem or the highest point of tension in the story.
Resolution	the end of the story.
Moral	the lesson that story teaches to the readers.

The structure of organization of story can be represented in the figure below.



Picture 3.10 The structure of story organization

Meanwhile, the **language features** of a narrative writing include the use of:

1. Action Verbs

They express action (whether it is physical or mental action) and explain what the subject did, for example: lived, worked, made, called, etc.

2. Past tense

It is used for:

a. Actions that happened at a specific time in the past
   for example:

   One day, the mother got a bad pain that she could not move from her bed.

   Once upon a time, on the slopes of a mountain in Jambi province, there lived a poor mother and her three daughters.

b. A sequence of short actions
   for example:

   The youngest kid then went back home and gave the flowers and the magic pot to the shaman.

   The first and second childern took the prince's snakeskin, burned it all, and put the ash next to the youngest kid.

3. Sequence words

They are used to help readers easily connect events in a story, for example: once upon a time, one day, before, etc.

4. Noun phrase

It is a phrase that includes a noun as the head word and modifiers, for example: puss in boots, herbs for the pot, rabbits of the warren, the most cunning cats, once upon a time, etc.

5. Adverb of time, place and manner

Adverb is a word that describes a verb, an adjective, another adverb, or the whole sentence. Some examples of adverbs are never, first, inside, happily, perfectly, etc.

6. Adjective Clauses

A clause is a group of related words that has a subject and a verb. An adjective clause is also called a relative clause. It tells us which person or thing (or what kind of person or thing) the speaker means, for example:

a. They did so at a great cost, including aBoxer, **the horse** - **The horse** was wounded.
   They did so at a great cost, including Boxer, **the horse, who was wounded.**

b. **A pig** was assigned by Napoleon as an accomplice. **The pig** was named Squealer.
   A pig, **that was named Squealer,** was assigned by Napoleon as accomplice.

   We can reduce an adjective clause by omitting the relative pronoun (who, that, or which) and the verb be. For example:

c. The Animal Farm was an award- winning novel **which was written by George Orwell.**

d. The Animal Farm was an award- winning novel **written by George Orwell.**

7. Reported Speech

Reported speech is used when the speaker tells someone what someone else said.

For example:

Direct Speech	Indirect Speech
"You *will go* away for seconds, not hours," Edmund said.	Edmund said that I *would go* away for seconds, not hours.
"You *go* away for seconds, not hours," Edmund said.	Edmund said that I *went* away for seconds, not hours.
"You *are going* away for seconds, not hours," Edmund said.	Edmund said that I *was going* away for seconds, not hours.
"You *went* away for seconds, not hours," Edmund said.	Edmund said that I *had gone* away for seconds, not hours.

"You *were going* away for seconds, not hours," Edmund said.	Edmund said that I *had been going* away for seconds, not hours.
"You *have gone* away for seconds, not hours," Edmund said.	Edmund said that I *had gone* away for seconds, not hours.
"You *had gone* away for seconds, not hours," Edmund said.	Edmund said that I *had gone* away for seconds, not hours.

Furthermore, in this unit you have also learned **steps in writing story**. These include the following steps.

a. Writing the first draft (deciding the writing topic, choosing the characters, planning the story setting, and jotting down the events).
b. Asking for feedback.
c. Writing the second draft (revising the draft based on the feedback).
d. Asking for another feedback.
e. Writing the third draft based on the second feedback.
f. Editing.
g. Proofreading.
h. Furnishing and finishing the writing.
i. Publishing the writing.

B. ENRICHMENT

For your further reading and practice, browse on the Internet and find a story entitled "The Necklace" written by Guy de Maupassant. Draw a table with headings like these and complete the table.

Title : The Necklace Author: Guy Maupassant Source :
Setting:

Characters:

1st character's name:	2nd character'sname:	3rd character's name:
________________ ________________	________________ ________________	________________ ________________
Characterization: ________________ ________________	Characterization: ________________ ________________	Characterization: ________________ ________________

Plots

Orientation:	Complication:	Resolution:
________________ ________________ ________________ ________________ ________________ ________________	________________ ________________ Climax: ________________ ________________	________________ ________________ ________________ ________________ ________________ ________________

Moral lesson from the story:

C. PROJECT

You will have a one-class show for a drama performance. The instructions will help you organize your performance.

1. Drama committee

a. Discuss with your classmates the distributions of the roles in your drama committee.

b. Complete the table for the role distributions below.

The Role	Job Description	Personnel
Producer	In charge of the over all production of the drama. Reports directly the progress of the drama rehearsals to the teacher.	
Assistants	Work with the producer and responsible for writing of the drama script. Responsible for schedules, rehearsals and location.	
Casts	Learn and memorize the lines. Interpret his/her character and present the characterization.	
Stage assistant	In charge of preparing all of the drama's scene transitions.Find drama props and ensure that they are managed properly. Supervise the layout and positioning of both props and where the characters should position during performance. Ensure that the props are placed and managed correctly. Help to manage the cast backstage during rehearsals and performance. Organize the move of the sets (ensure that the set is done according to the plot).	

The Role	Job Description	Personnel
Costume, lights, sound, and make up crew	Prepare the costumes for the cast. Ensure that the lights suit the needs of the drama. Ensure that the sounds are audible and suit the needs of the drama. Ensure that the make-up is applied to the characters according to the characterization and plot.	
Publication and documentation team	Be responsible for managing the publicity of the drama. Deal with all elements for audiences. Be responsible for the documentations along drama production process (from the rehearsals to the performance)	

2. Script Writing

a. Read the story that you and your classmates have already agreed to use for a drama performance.

b. Write down a list of characters and their parts, including their characterization, as well as the settings (place and time) for each scene. Use the table below to help you plan your script.

Title:	
Characters (who will be in your drama?) …….. …….. ……..	Plot (what will happen in your drama?) …….. …….. ……..

Scene 1 What will happen? Which characters will appear? Where & when is the setting? What properties will be needed?
Scene 2 What will happen? Which characters will appear? Where & when is the setting? What properties will be needed?
Scene 3 What will happen? Which characters will appear? Where & when is the setting? What properties will be needed?

c. Write the lines. Don't forget to include stage directions for the casts.

3. Plan the schedule (rehearsals and performance), have your drama practice, and perform.

D. FORMATIVE TEST

Part 1 Listening and Speaking

The Listening transcript is provided in the Teacher's Book.

In this part of the test, you will hear some short narrative texts. The texts and questions will be spoken twice. They will not be printed in your book, so you must listen carefully to understand what the speakers are saying. There are 4 (four) questions in this part. For each question, choose the correct answer A, B, C, D, or E.

1. What is the story about?
   a. The character changes of a grown up son.
   b. The success of a poor widow's son.
   c. The envy of a mother to her only son.
   d. Retribution on an ungrateful kid.
   e. A revenge from a parent.

2. How many characters are mentioned in the story?
   a. 5
   b. 4
   c. 3
   d. 2
   e. 1

3. Why did Malin leave his village? Because he ...
   a. was ordered to take care of a large ship.
   b. insisted on going for a lot of money.
   c. wanted to marry a wealthy girl.
   d. wished to get better fortunes.
   e. wanted to be in big cities.

4. Why did not Malin want to acknowledge his mom? Because he ...
   a. did not want to go back to living in the village.
   b. was not ready yet to show his true identity.
   c. was too rich for having an old ugly mom.
   d. did not want to go back to being poor.
   e. was ashamed of his wife.

5. How did God answer Mande Rubayah's prayer?
   a. He sent thunder to hit his ship and let it sink.
   b. He cursed his beautiful ship to stone.
   c. He destroyed all of his wealth.
   d. He turned Malin into a stone.
   e. He sent wind and rain.

6. What value did you learn from the legend?
    a. Luxury makes you forget who you are.
    b. Our best friends are our own parents.
    c. Love your parents unconditionally.
    d. Don't be greedy.
    e. Lies save you.

7. Give your spoken feedback. At the end of the story, Mande Rubayah prayed to God and then, something bad immediately happened to her son. What do you think about it? Will a mother pray something bad to her kids? Elaborate your answer.

Part 2 Reading and Writing

Read the text and answer questions 8 - 15.

Bawang Mewah and Bawang Putih



Picture 3.11 Bawang Merah and Bawang Putih

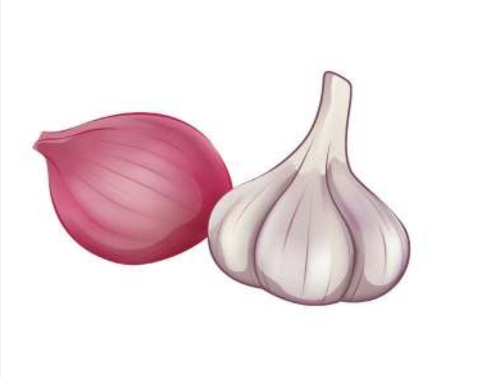
A long time ago, there was a really wealthy merchant who lived with his only daughter named Bawang Putih as his wife had long passed away. Bawang Putih was so obedient, nice, and kind-hearted that everyone loved her.

One day, in order to help him take care of his daughter, Bawang Putih's father married a widow. Since then, Bawang Putih had a stepmother and a stepsister named Bawang Merah. They were really nice to Bawang Putih when the merchant was home. However, when he was away, they treated Bawang Putih just like a servant.

One day, the merchant had to go out of town for several weeks for his business. Bawang Putih's terrible days were awaiting as his father's away. Unfortunately, a week after his leave, a really bad news was brought by his father's loyal servant. He told Bawang Putih and her new family that his father got into an accident and passed away.

Bawang Putih wept and cried. She felt miserable while Bawang Merah and her mom were excited. They only thought about the merchant's properties. After her father's death, Bawang Putih's life was even worse. Bawang Merah and her mother tortured her. No one would be on her side and comfort her. After doing the house chores for the whole day, she would cry and pray at night.

One day, her stepmother assigned her to wash her expensive silky scarf. So, she immediately went to the river to wash that scarf along with the other clothes. Being tired, sleepy and hungry, she became less conscientious in her work. She lost the scarf. "Oh my goodness, where's my mom's favorite scarf? How can I be so careless? God, it's drifting down the river. I have to get it back or my mom will scold me."



Picture 3.12 Bawang Merah and Bawang Putih

Bawang Putih panicked. She went down the river and asked everyone she met. Then, she met an old woman who passed by the river bank. Bawang Putih stopped her and asked, "Excuse me, grandma. May I ask you?"

"Yes, my dear young lady. What can I help you?" "I have been

looking for my mom's red silky scarf, grandma. I was sloppy that I made the scarf drift down the river. I was wondering if you might have seen it floated down the river or stuck near here, grandma."

"Oh, that red scarf. I have it with me. I will give it to you later, but I need your help for now. I am a bit sick today and I have not eaten any. Can you help me prepare food and clean my house?"

Happily, Bawang Putih agreed and helped that old woman. She cooked some food for her, looked for firewood, picked some vegetables for grandma's tomorrow's food, cleaned the house, and washed grandma's clothes. Those house chores were just easy for Bawang Putih to do as she used to do the same chores every day at home. After finishing the work, grandma finally gave me the scarf.

"Bawang Putih, here is your mother's red scarf that you are looking for. And, I have a gift for you. I have two pumpkins and I will give you one of them, just choose one that you like."

"I am so happy to help you, grandma. And I think you need that pumpkin more than me, you can cook it for your meals tomorrow. I have picked you some vegetables and I think pumpkin soup will be perfect for your side dish," Bawang Putih smiled politely.

"I want to give you. Just pick one of them," insisted grandmother."

"Okay, grandma. I will take the small one."

"Good. But, you have to remember that you can only open that pumpkin when you are home."

"Sure, grandma."

Bawang Putih, then, immediately went home. Of course, as she reached home her stepmother scolded her because she came home so late that the dinner was not ready yet for her and Bawang Merah. Then, Bawang Putih went to the kitchen, took a knife and cut the pumpkin. What a surprise, the pumpkin was full of sparkling jewelry. Bawang Putih who was innocent and kind-hearted immediately shouted with joy and told her stepmother about it. She finally told everything she did on that day.

"Oh Bawang Putih, why didn't you take the large one? It must have more jewelry in it," scolded her stepmother. Then, she told Bawang Merah to do the same thing on the following day. The next day, those two greedy people went to the old woman's house where Bawang Putih got the pumpkin from. They pretended to be nice. They helped grandmother to do the house chores. However, they grumbled all day long.

As they finished their work, the old woman asked them to pick one of the two pumpkins. They certainly took the big one. Like what she did with Bawang Putih, she also reminded Bawang Merah and her mother not to open the pumpkin until they were home. They just nodded their heads and said yes.

On the way home, they were impatient and decided to open the pumpkin immediately. Unexpectedly, what they found from the pumpkin were not sparkling jewelries, but venomous animals such as snakes, scorpions, spiders, centipedes and many others. They were both bitten by the animals and could not help themselves. You reap what you sow.

https://www.ef.co.id/englishfirst/kids/blog/bawang-merah-bawang-putih-cerita-dongeng-pendek-bahasa-inggris/

8. What does the story tell us about?
   a. Two girls with matching traits.
   b. A daughter's obedience and loyalty to the family.
   c. A sincerity and patience of a girl living with her step family.
   d. The temptation of a mother and daughter for instant wealth.
   e. The persistence of a girl in fighting her and her father's rights.

9. How could Bawang Putih finally live with a stepmother and stepsister?
   a. His father got into an accident.
   b. Her parents entrusted her to them.
   c. She was the only child in the family.

d. She did not have any other family to live with.
e. Her mother passed away and her father remarried.

10. How could Bawang Merah and her mother get different gifts inside the pumpkin?
    a. They took a different pumpkin.
    b. They did not really lose the scarf.
    c. They did not listen to the old woman.
    d. They did not do what Bawang Putih did.
    e. They were grumbling while finishing the work.

11. What did you learn from Bawang Putih's character?
    a. Kindness must be paid for the same thing.
    b. Sincerity and honesty always bears sweet fruit.
    c. Whether it's right or wrong, elders must be obeyed.
    d. Whenever there is a will, there will always be a way.
    e. Someone's characters are passed down from the parents.

12. Decide whether these statements are true (T) or false (F)

Statement	T/F
a. Bawang Putih's mother died when Bawang Putih was a child.	
b. Problems arose when Bawang Putih's step family came to her life.	
c. Bawang Merah and her mother thought about wealth.	
d. Bawang Putih initially refused the gift from the old woman because she helped her sincerely.	
e. The old woman treated Bawang Merah and her mother the same way she treated Bawang Putih.	

13. Who do you think is the old woman in the story? Explain your answer,

14. In the last sentence of the story you read 'You reap what you sow.' What does that sentence mean? How is the sentence related to the story? How can you apply it in your life?

15. Choose a character from the story of "Bawang Merah and Bawang Putih". Write a short paragraph about the character that you have chosen. Give details that describe her/his characterization. Your paragraph must be around 250-300 words.

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI REPUBLIK INDONESIA, 2021
Bahasa Inggris Tingkat Lanjut
untuk SMA Kelas XI
Penulis : Rida Afrilyasanti, Anik Muslikah Indriastuti
ISBN : 978-602-244-863-1

Unit
4

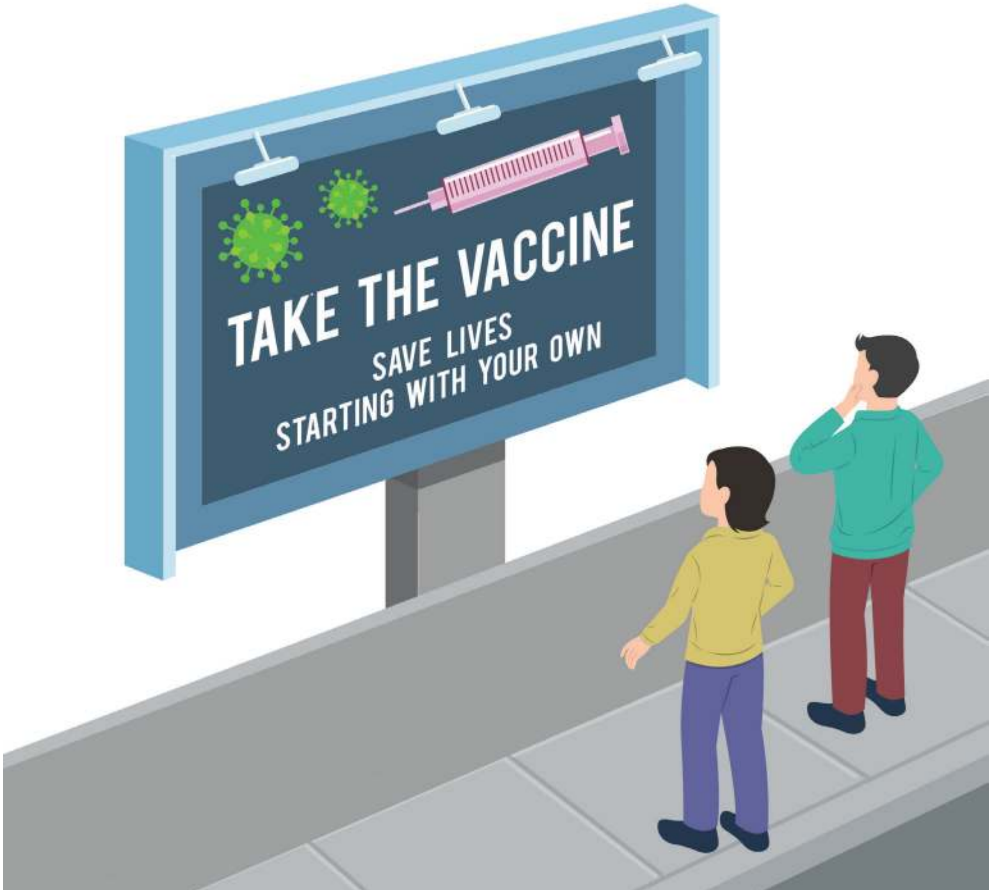


Analytical Exposition Text

After learning this unit, you are expected to:

1. Identify social functions, text structures, and linguistic elements of an analytical exposition text.
2. Create an analytical exposition text.
3. Present an analytical exposition text.

A. My Initial Understanding



Picture 4.1 Billboards with a vaccine tagline

Look at the picture and discuss the following questions with your classmate. Listen to your classmate carefully and respect each other's opinion.

1. What do you see in the picture?
2. There is a tagline in the picture. What is the purpose of the tagline in the billboard?
3. What is your opinion about the tagline in the billboard in the picture?

There are two kinds of exposition texts. They are analytical and hortatory expositions. An analytical exposition is a text that elaborates the writer's idea about an issue. The social function of analytical exposition text is to persuade the reader or the listener that something is the case, and to analyse the topic that the thesis/opinion is correct by developing an argument to support it.

A hortatory exposition is a type of spoken or written text that is intended to explain to the listeners or readers that something should or should not happen or be done. The social function of a hortatory exposition is to persuade the reader or listener that something should or should not be done.

The structure of an analytical exposition text is formed with three elements: thesis, arguments, and reiteration. In this unit, you will learn about an analytical exposition text.

B. Reading

Activity 1

Learn words below.

Vocabulary Items of Benefits of Getting a Covid-19 Vaccine

No.	Words	Meaning
1.	suggest	to offer something for consideration or as a hypothesis
2.	state	to express in words
3.	believe	to accept the word or evidence of
4.	mistake	a wrong action or statement proceeding from faulty judgment, inadequate knowledge, or inattention
5.	issue	something that people are talking about, thinking about, etc. : an important subject or topic

source: https://www.merriam-webster.com/dictionary

Activity 2

Complete the sentences with the words on the left.

A. suggested	1. Never make any ______ that you will regret later such as refusing to wear your face-mask.
B. states	2. The expert ______that vaccines can prevent covid-19 from infecting your body.
C. believe	3. I don't ______that vaccine can kill us.
D. mistakes	4. The government ______that all students get/be vaccinated before offline classes start.
E. issues	5. The ______ on Covid-19 are becoming more complex nowadays.

Activity 3

Read the text and pay attention to the structure in the right column.

Benefits of Getting a Covid-19 Vaccine	Title
Have you received the Covid-19 vaccine? Or have you been vaccinated? Or maybe even through it's your turn, you are still not sure about the vaccination? You don't need to worry at all about Covid-19 vaccination because, besides being safe, the Covid-19 vaccine can also provide many benefits for you. Here are five benefits of Covid-19 vaccination that you need to know.	Thesis
First, vaccines can prevent covid-19 from infecting your body. We are actually already familiar with vaccinations. Since childhood we have had vaccinations and immunizations for various diseases.	**Argument 1** **Thesis statement:** First, vaccines can prevent covid-19 from infecting your body.

Benefits of Getting a Covid-19 Vaccine	Title
Vaccines are currently available to protect against at least 20 diseases, such as diphtheria, tetanus, pertussis, influenza and measles. According to WHO, the presence of existing vaccines is estimated to have prevented 2 to 3 million deaths each year. Covid-19 vaccination can protect you by creating antibodies or the immune system in the body to fight the SARS-Cov-2 virus which causes The Covid-19 disease. With these antibodies, your body will be trained to prevent and fight Covid-19 infection. Vaccination is not a drug that completely cures Covid-19. However, according to experts, even if you get Covid-19 after vaccination, the vaccine will prevent your body from infection and the symptoms of Covid-19, because your body now has a stronger body defence system.	**Supporting evidence:** 1. Vaccines are currently available to protect against at least 20 diseases, such as diphtheria, tetanus, pertussis, influenza and measles. 2. According to WHO, the presence of existing vaccines is estimated to have prevented 2 to 3 million deaths each year. 3. Covid-19 vaccination can protect you by creating antibodies or the immune system in the body to fight the SARS-Cov-2 virus which causes Covid-19 disease.
Second, vaccines can help you protect those around you. When you are vaccinated, you protect not only yourself but also your family and the people around you. This is because not everyone can receive the Covid-19 vaccine. Currently, vaccines are only given to those who are healthy, do not have any serious disease, are over 18 years of age, and other requirements. Those who cannot be vaccinated rely on you who can be vaccinated to reduce the spread of Covid-19. The more people get vaccinated the less likely infected people pass disease.	**Argument 2** **Thesis statement:** Second, vaccines can help you protect those around you. **Supporting evidence:** 1. When you are vaccinated, you protect not only yourself but also your family and the people around you. 2. This is because not everyone can receive the Covid-19 vaccine.

Benefits of Getting a Covid-19 Vaccine	Title
	3. Those who cannot be vaccinated rely on you who can be vaccinated to reduce the spread of Covid-19.
Third, vaccines can protect and help health workers. Did you know that the Covid-19 pandemic makes many hospitals burdened because of limited facilities and resources? It is not surprising that many hospitals reached their capacity to admit Covid-19 and non-Covid-19 patients. Health workers who care for Covid-19 patients must endure wearing Personal Protective Equipment (PPE) for an extended period to protect them from Covid-19. With the advent of vaccines and more people getting vaccinated, the infected people and the transmission rate will certainly decrease. This reduces the burden on health workers and health facilities. Health workers can dedicate their efforts, funds and equipment to helping patients with severe symptoms or other diseases and preventing the build-up of patients in the hospital.  Picture 4.2 Vaccine Covid-19	**Argument 3** **Thesis statement:** Third, vaccines can protect and help health workers. **Supporting evidence:** 1. Covid-19 pandemic makes many hospitals burdened because of limited facilities and resources 2. With the advent of vaccines and more people getting vaccinated, the infected people and the transmission rate will certainly decrease 3. Health workers can dedicate their efforts, funds and equipment to helping patients with severe symptoms or other diseases and preventing the build-up of patients in the hospital.

Benefits of Getting a Covid-19 Vaccine	Title
Fourth, with vaccines, a pandemic can end soon. You definitely want the pandemic to end soon, right? So now it is time! If you get vaccinated and more people get vaccinated against Covid-19, there will be a greater self-defence for so many people. This will encourage the formation of herd immunity in which residents in certain areas are immune to a disease. Herd immunity will break the chain of the Covid-19 pandemic as more people get vaccinated. Of course, to stop a pandemic, all resources must be mobilized as well as possible. Receiving vaccinations and maintaining self-care by wearing a mask, keeping your distance and washing your hands will optimize the likelihood that this pandemic will end soon.	**Argument 4** **Thesis statement:** Fourth, with vaccines, a pandemic can end soon. **Supporting evidence:** 1. If you get vaccinated and the more people get vaccinated against Covid-19, it will be the greater self-defence for so many people. 2. Herd immunity will break the chain of the Covid-19 pandemic as more people get vaccinated 3. Receiving vaccinations and maintaining self-care by wearing a mask, keeping your distance and washing your hands will optimize the likelihood that this pandemic will end soon.

Benefits of Getting a Covid-19 Vaccine	Title
Fifth, vaccines can protect future generations. By decreasing the rate of Covid-19 infection and breaking the chain of the Covid-19 pandemic, you can protect future generations from the long suffering of being infected with this disease. This has been proven from historical records that have taken place. In the past, there were many diseases caused by deadly viruses, now we survive and live from the vaccination of the past generations. So, this is the time for us to become the generation that saves future generations from this dangerous Covid-19 disease and makes the next generation even healthier. Are you one of the saviours?	**Argument 5** **Thesis statement:** Fifth, vaccines can protect future generations **Supporting evidence:** 1. By decreasing the rate of Covid-19 infection and breaking the chain of the Covid-19 pandemic, you can protect future generations from the long suffering of being infected with this disease 2. In the past there were so many diseases caused by deadly viruses, with the presence of vaccines, we are a generation that lives on from the vaccination struggles of previous generations.
The five benefits above are some of many benefits of getting vaccine. There are indeed many other benefits of getting vaccine. source: https://corona.jakarta.go.id/en/artikel/5-manfaat-vaksinasi-covid-19-yang-wajib-diketahui	**Reiteration**

Activity 4

Work in pairs and discuss.

Access and retrieve

1. What is the first paragraph about?

   Answer: ____

2. How many benefits of getting the Covid-19 vaccine are mentioned?

   a. two
   b. three
   c. four
   d. five
   e. six

Integrate and interpret

3. What is the writer's opinion about the vaccination?

   Answer: ____

4. How many arguments does the writer state? What are they?

   Answer: ____

5. What data does the writer present to support the argument?

   Answer: ____

Reflect and evaluate

6. "Third, vaccines can protect and help health workers." (p. 4) Do you agree with this statement? Explain your answer.

   Answer: ____

7. Do you think that the last sentence of the text is an appropriate reiteration of the thesis?

   Answer: ____

Activity 5

Read and understand some key concept materials given below.

The text entitled "Benefits of Getting a Covid-19 Vaccine" is an analytical exposition text. The purposes of an analytical exposition text are (1) to analyse a topic and to convince/influence readers that an opinion is correct and supported by arguments; (2) to convince that the topic presented is an important topic to be discussed.

The text entitled "Benefits of Getting a Covid-19 Vaccine" includes all the structure of an analytical exposition text. They are: thesis, arguments, and reiteration.

Structure of an analytical exposition text.

a. Thesis: it contains the writer's opinion about something. It also introduces topic and indicates the writer's position.
b. Arguments: it contains the arguments to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
c. Reiteration: it restates the writer's position to strengthen the thesis, rewrites the main idea of a text as the closing of the text without invitation or recommendation.

Some phrases to make a conclusion in reiteration such as:

- In conclusion ...
- From the fact above ...
- Therefore, my conclusion is ...
- From the arguments above, I personally believe ...

After reading the text, you will find some expressions to start sentences in arguments. They are, among others.

According to
Think
First
Because
From the arguments above

Make sentences using the words in the box above.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Activity 6

There are some language features in an analytical exposition text. They are:

1. Simple Present Tense.
2. A focus on one issue (e.g. *why something is important; why someone is interested to do something*).
3. Expressions to state a belief or an opinion (e.g. *I believe ...; I think ...; In my opinion ...)*
4. Conjunctions to show logical relations between arguments presented:

a. Temporal conjunctions. (e.g. *First, Second, Third*)
b. Causal conjunctions. (e.g. *because, lead to, the consequence of ...*)
c. Comparative conjunctions. (e.g. *however, on the other hand*)
d. Conjunctions in a concluding statement. (e.g. *consequently, therefore*)

5. Modal verbs. (e.g. *start; develop)*
6. Relational processes. (e.g. *be, become, seem, remain, sound, weigh, make, ensure, taste (like), turn into, represent, constitute, express, signify, stand for*)
7. Evidence and opinions from experts to support arguments and to make the arguments powerful.
8. Ordinal number to sequence the arguments (e.g. *first, second, third*)

Emilia, E. (2016). *Pendekatan Berbasis Teks dalam Pengajaran Bahasa*. Cetakan Ketiga. Bandung: Pustaka Jaya.

Take a closer look at the text entitled “Benefits of Getting a Covid-19 Vaccine” again. Every argument has its supporting evidence.

Now, write the supporting evidence for the following arguments.

1. Argument: the pandemic causes some people lose their jobs.

   Supporting evidence 1: ________________________________

   Supporting evidence 2: ________________________________

2. Argument: the pandemic opens new jobs.

   Supporting evidence 1: ________________________________

   Supporting evidence 2: ________________________________

3. Argument: the pandemic causes secondary needs to increase.

   Supporting evidence 1: ________________________________

   Supporting evidence 2: ________________________________

Activity 7

1. Fact is an actual thing that exists and is provable, observable, and measurable. Signal words of fact are: *numbers, statistics, verified, confirms, discovered, eyewitness, corroborate, according to, demonstrated, record, and substantive, prove, photographs*, etc.

   Example:

   According to *WHO, the presence of existing vaccines is estimated to have prevented 2 to 3 million deaths each year.*

   The Signal words are according to, estimated, 2 to 3 milion, each year.

2. Opinion is a personal belief or judgement that is not founded on proof or certainty. An opinion is based on what you think or how you feel. Signal words of opinion are: *always/never, claimed, good/bad, believe, for/against, think, view, argues, terrible, definitely, suspect, always, never, might, should, better/best/worst, guess, oppose/support, interpretation, point of view*, etc.

   Example:

   They ***believe*** *that getting a vaccine will protect people.*

Decide whether the sentence is based on fact or opinion by putting a tick (√) in the right column.

No.	Sentences	Fact	Opinion
1.	Vaccines are currently available to protect against at least 20 diseases, such as diphtheria, tetanus, pertussis, influenza and measles.		

No.	Sentences	Fact	Opinion
2.	However, according to experts, even if you get Covid-19 after vaccination, the vaccine will prevent your body from infection and the symptoms of Covid-19, because your body now has a stronger body defence system.		
3.	When you are vaccinated, you protect not only yourself but also your family and the people around you.		
4.	It is not surprising that many hospitals have reached their capacity to accept Covid-19 and non-Covid-19 patients.		
5.	Receiving vaccinations and maintaining self-care by wearing a mask, keeping your distance and washing your hands will optimize the likelihood that this pandemic will end soon.		

Activity 8

Work in pairs. Discuss the following questions.

Imagine that in the midst of Covid-19 pandemic you have to be in a bus station and there are some people who do not wear mask.

1. What will you do?
2. What will be the reason for doing that?

You can write down your answer below or simply discuss it with a partner. Listen to each other seriously and respect one another.

Your Writing:

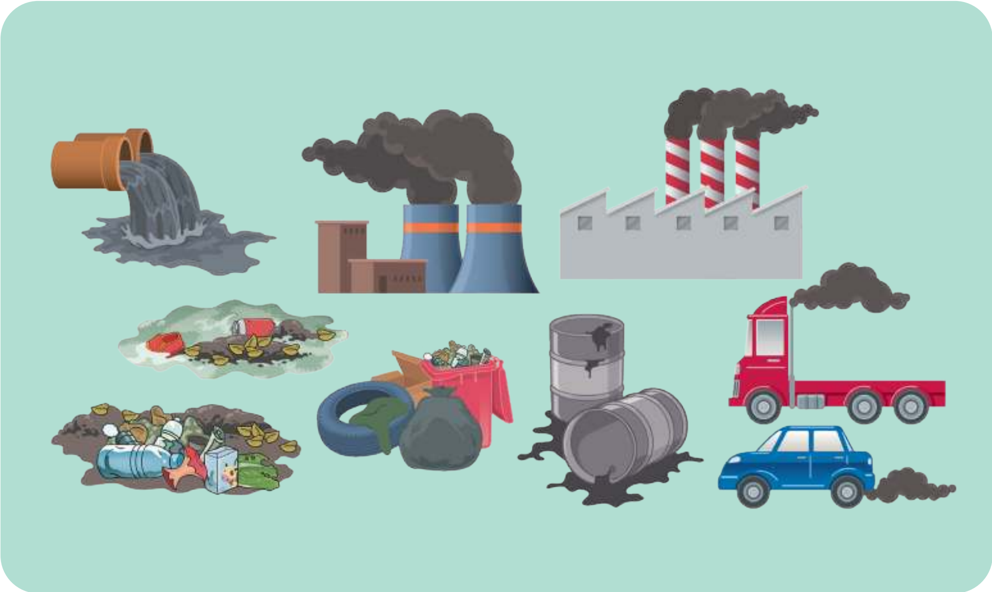
____

____

C. Listening

Activity 1

Look at the picture and answer the questions.



Picture 4.3 unhealthy environment

1. What do you see in the picture?
2. Have you ever found your surroundings dirty and full of trash?
3. What should you do if you find a river in your neighbourhood full of garbage?

Activity 2

Find the meaning of the words below using a dictionary.

No.	Words	Meaning
1.	exposure	
2.	alteration	
3.	expectancy	
4.	efficacy	
5.	runoff	

Activity 3

Listen to the recording below.

The Listening transcript is provided in the Teacher's Book.

Reasons Why a Healthy Environment should be a Human Right

World Health Organization estimates that 23 per cent of all deaths are linked to "environmental risks" like air pollution, water contamination and chemical exposure. Here are some of the ways that a compromised planet is now compromising the human right to health.

First, the destruction of wild spaces facilitates the emergence of zoonotic diseases. The alteration of land to create space for homes, farms and industries has put humans in increasing contact with wildlife and has created opportunities for pathogens to spill over from wild animals to people. An estimated 60 per cent of human infections are of animal origin. And there are plenty of other viruses poised to jump from animals to humans.

Second, air pollution reduces the quality of health and lowers life expectancy. Across the globe, nine in 10 people are breathing unclean air, harming their health and shortening their life span. Every year, about 7 million people die from diseases and infections related to air pollution, more than five times the number of people who perish in road traffic collisions.

Third, biodiversity loss compromises the nutritional value of food. In the last 50 years alone, human diets have become 37 per cent more similar, with just 12 crops and five animal species providing 75 per cent of the world's energy intake. Today, nearly one in three people suffer froms some form of malnutrition and much of the world's population is affected by diet-related diseases, such as heart diseases, diabetes and cancer.

Fourth, biodiversity loss also reduces the scope and efficacy of medicines. Natural products comprise a large portion of existing pharmaceuticals and have been particularly important in the area of cancer therapy. But estimates suggest that 15,000 medicinal plant species are at risk of extinction and that the Earth loses at least one potential major drug every two years.

Fifth, pollution is threatening billions worldwide. Many health issues spring from pollution and the idea that waste can be thrown "away" when, in fact, much of it remains in ecosystems, affecting both environmental and human health. Water contaminated by waste, untreated sewage, agricultural runoff and industrial discharge puts 1.8 billion people at risk of contracting cholera, dysentery, typhoid and polio.

Sixth, climate change introduces additional risks to health and safety. The last decade was the hottest in human history and we are already experiencing the impacts of climate change, with wildfires, floods and hurricanes becoming regular events that threaten lives, livelihoods and food security. Climate change also affects the survival of microbes, facilitating the spread of viruses. According to an article published by the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services, "pandemics are likely to

happen more frequently, spread more rapidly, have greater economic impact and kill more people."

Statistics like that are the reason why the United Nations Human Rights Council recently passed a resolution reaffirming states' obligations to protect human rights, including taking stronger actions on environmental challenges.

Source: https://www.unep.org/news-and-stories/story/six-reasons-why-healthy-environment-should-be-human-right

Listen to the recording again and then discuss the structure of the recorded text in pairs.

Thesis	____________________ ____________________
Argument	____________________ ____________________
Reiteration	____________________ ____________________

Activity 4

Listen to recording text entitled "Reasons Why a Healthy Environment Should be a Human Right" and answer the questions.

1. Why is this issue important?

   Answer: ____________________

2. What are the root causes of this problem?

   Answer: ____________________

3. Who or what is affected?

   Answer: ____

4. Is there any solution available?

   Answer: ____

5. What can or should be done about it?

   Answer: ____

Activity 5

State whether the statements are True (T) or False (F).

1. 25 per cent of all deaths are linked to "environmental risks" like air pollution, water contamination and chemical exposure.	
2. An estimated 60 per cent of human infections are of animal origins.	
3. Across the globe, nine in 10 people are breathing unclean air, harming their health and shortening their life span.	
4. Nearly one in three people suffer froms some form of malnutrition and much of the world's population is affected by diet-related diseases, such as heart diseases, diabetes and cancer.	
5. 15,000 medicinal plant species are at risk of extinction and that the Earth loses at least one potential major drug every two years.	

D. Grammar focus

Simple Present Tense

Activity 1

Simple present tense

The present simple is usually the first tense English students learn. You can use it to talk about yourself and other people – as well as things that occur habitually in the present.

In the present simple, the base form of the verb is the same for every subject pronoun, except the third person, where you add an "s" to the end of the verb.

source: https://oxfordhousebcn.com/en/what-are-the-4-present-tenses-in-english-and-how-do-you-use-them/

Simple present forms

	Plural	Singular
Statement	**Vaccines save** millions of lives each year.	**Vaccine saves** millions of lives each year.
Question	**Do vaccines save** millions of lives each year?	**Does vaccine saves** millions of lives each year?
Negative	**Vaccines do not save** millions of lives each year.	**Vaccine does not save** millions of lives each year.

Simple Present Uses

	Example
Repeated Actions	I **get** the Pfizer vaccine twice.
Facts or Generalizations	No vaccine **is** 100% protective.
give instructions or directions	**Go** to COVID-19 vaccination location then **get** a vaccine.
fixed arrangements, present or future	Your schedule to get the first vaccine is **tomorrow** at 09.00.
future time, after some conjunctions: ***after, when, before, as soon as, until***	It is important to be vaccinated **as soon as** possible. Once it is your turn, you cannot wait anymore?
Now (Non-Continuous Verbs)	I get Pfizer vaccine **now**.

Activity 2

An analytical exposition text usually uses simple present tense form. Choose the correct words in bold by circling the answer.

1. The destruction of wild spaces **facilitates/facilitate** the emergence of zoonotic diseases.
2. Air pollution **reduces/reduce** the quality of health and lowers life expectancy.
3. Biodiversity loss **compromises/compromise** the nutritional value of food.
4. Biodiversity loss also **reduces/reduce** the scope and efficacy of medicines.
5. Climate change **introduces/introduce** additional risks to health and safety.

Internal Conjunction

Activity 3

In analytical exposition text, we use internal conjunction to state argument. Pay attention to the words in bold below

a) **But** estimates suggest that 15,000 medicinal plant species are at risk of extinction and that the Earth loses at least one potential major drug every two years.

b) It is important to be vaccinated **as soon as** possible once it's your turn and not wait.

All of the sentences (a) and (b) are using a conjunction. A conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences. Conjunctions are considered to be a grammar particle, and they may or may not stand between items they conjoin.

There are a few important;

a. Conjunctions are for connecting thoughts, actions, and ideas as well as nouns, clauses, and other parts of speech.
b. Conjunctions are useful for making lists.
c. When using conjunctions, make sure that all the parts of your sentences agree.

Now, make three sentences using conjunctions.

Answer:

1. ____
2. ____
3. ____

Relational Processes

Activity 4

An analytical exposition text sometimes includes relational processes. A relational process is concerned with being, possessing, or becoming. The relational process is either identifies something (identifiying) or gives attributes to something (attributive). Here are some example of words which are often used relational processes are: *be, become, seem, remain, sound, weigh, make, ensure, taste (like), turn into, represent, constitute, express, signify, stand for.*

Now, make three sentences with relational processes using the words in the above example.

Answer:

1. ____

2. ____

3. ____

E. Writing

Activity 1

Pay careful attention to the direction.

Direction:

1. Choose on from the topics below:
   a. Environmental Awareness
   b. Health
2. Draw a mind map of your topic.
3. Write a thesis, arguments, and a reiteration for your topic.

4. Organize the thesis, arguments, and reiteration into a structure of an analytical exposition.
5. Write your draft by filling out the structure.

Your draft is here.

Tittle

Thesis

____
____
____

Arguments 1

____
____

Arguments 2

____
____
____

Arguments ...

____
____
____

Reiteration

____
____
____

Activity 2

Check your grammar and makes sure the order of your arguments is indicators.

Your draft is here.

Tittle

Thesis

____

____

____

____

Arguments 1

____

____

Arguments 2

____

____

Arguments ...

____

____

Reiteration

____

____

____

Activity 3

Swap your work with your classmate to see whether your work readable. Ask your classmate and your teacher to give comments for improvement on your writing.

a. Classmate comments

Your classmate comments are here:

____

____

____

____

____

b. Teacher comments

Your classmate comments are here:

____

____

____

____

____

F. Speaking

Activity 1

Practice the dialogue below with your classmate.

Najib : Tom, have you finished your project last week?

Tom : No, not yet, Najib. It is still on progress.

Najib : Did you find any difficulties in finishing your project?

Tom : Yes. I think this project is very difficult.

Najib : Why?

Tom : First, the time is very short. I am running out the time. I haven't finished searching the material for the project. Second, I find it difficult to arrange my presentation. Third, I couldn't make my text simple so there are too many slides in my presentation. So, I thought I would get a bad score again this time.

Najib : Don't worry, Tom. I will help you.

Tom : How? Tomorrow is the due date and I am still in the midst of my project.

Najib : Just come to my house. I'll help you. The Wi-Fi at our house is strong, too, so you can search for materials. First, show the Power Point that you have used. Second, I will read it and help you choose items that might not be necessary for your presentation so you may have fewer slides.

Tom : Oh, thank so much, Najib. You are my best friend as always.

Najib : No worries mate.

Activity 2

Answer the questions based on the dialogue.

1. What is the dialogue about?

   Answer: ________________________________

2. What makes Tom feel that way?

   Answer: ________________________________

3. How many arguments does Tom state? What are they?

   Answer: ________________________________

4. What do you think about Tom?

   Answer: ________________________________

Activity 3

Now, take a look at your final draft in Writing Section Activity 2 and 3 before presenting your essay in front of your class.

Use the checklist (√) below to see whether your final draft is ready to present.

My final draft	Well done	Not sure	Need improvement
My PowerPoint includes a few texts.			
My font is not too little/too large.			
My PowerPoint has soft colour.			
My PowerPoint has images to avoid a boring presentation.			
I connect my ideas well.			

Activity 4

Now, it's time to present your draft in front of the class. Don't forget to take a note when you get any comments in your presentation.

G. Reflection

You have completed Unit 4 and it is important to reflect on your learning experience. Reflect on your learning process and the progress that you have made by answering the following questions.

1. On a scale from 1-5, how do you rate your understanding about Analytical exposition text? Color in the stars.

☆ ☆ ☆ ☆ ☆

CAN YOU?

2. Can you identify the social functions of analytical exposition text?
3. Can you identify the text structures of analytical exposition text?
4. Can you identify the linguistics elements of analytical exposition text?
5. Can you write an analytical exposition text with an appropriate schematic structure and linguistic features?
6. Can you present the text that you have written orally in the classroom?

WHAT?

7. What have you learned from this unit?
8. What are your favourite learning activities in this unit?

9. What are your least favourite learning experiences in this unit?
10. How do the materials you have learned in this unit relate to real-world situations and problems?

NOW WHAT

11. What would you like to improve?
12. What do you want to learn more about?
13. How do the materials you have learned in this unit relate to real-world situations and problems?

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI REPUBLIK INDONESIA, 2021
Bahasa Inggris Tingkat Lanjut
untuk SMA Kelas XI
Penulis : Rida Afrilyasanti, Anik Muslikah Indriastuti
ISBN : 978-602-244-863-1

Unit
5



Hortatory Exposition Text

After learning this unit, you are expected to:

1. Identify social functions, text structure, and linguistic elements of a hortatory exposition text.
2. Write a hortatory exposition text.
3. Present a hortatory exposition text.

A. My Initial Understanding



Picture 5.1 A young lady wears a mask and uses hand sanitizer

Look at the picture and discuss the following questions with your classmate. Listen to your classmate carefully, and respect each other's opinions.

1. What can you see in the picture?
2. What is your opinion about the picture?
3. Why should everyone wear a mask in the office?

As mentioned in Chapter 4, there are two types of exposition texts. They are analytical and hortatory exposition. They have quite different functions. In an analytical exposition, a reiteration is used to give emphasize on the writer's opinion by restating thw point of view. While in a hortatory exposition, recommendation is used to give advice or suggestion to the readers.

A hortatory exposition text is used to persuade people to do something. To strengthen the thesis, the speaker or writer needs some arguments.

This part with arguments is called argumentation. The argumentation provides the reasons for the thesis of the hortatory exposition.

Hortatory exposition texts can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among people in the science, academic community. The text asserts something to the readers and supports it with statements and evidence so that it is convincing. To make the persuasion stronger, the speaker or writer provides arguments which build the fundamental reasons why something should be done.

The structure of a hortatory exposition text is formed from three elements: thesis, arguments, and recommendation. In this unit, you will learn about a hortatory exposition text.

B. Reading

Activity 1

Learn words below.

No.	Words	Meaning
1.	Reason	A statement or fact that explains why something is the way it is, why someone does, thinks, or says something, or why someone behaves a certain way
2.	Agree	To concur in (something, such as an opinion)
3.	Booster	An auxiliary device for increasing force, power, pressure, or effectiveness
4.	Significant	Important enough to be noticed or have an effect
5.	Energy	The physical or mental strength that allows you to do things

Source: https://www.merriam-webster.com/dictionary

Activity 2

Read these sentences. All of the sentences are connected to one topic. Pay attention to the word in bold.

1. For some reasons, I think that drinking coffee in the morning is not **good enough** to start my day because I usually feel sleepy after drinking it.
2. Some of my friends **agree** with my statement, but some others do not.
3. Richard, one of my friends who do not agree with my statement, said that drinking coffee in the morning could **boost** his mood the entire day because he could do his task better after drinking coffee in the morning.
4. Meanwhile, Wendy, my classmate who agrees with me, claimed that drinking a glass of milk has a **significant** effect on his mood the whole day rather than drinking a cup of coffee.
5. Therefore, I never drink coffee before doing my activities.

Fill in the blanks with the word in bold.

1. I don't _______ with the statement that we should take a bath before sleeping.
2. For some reasons, taking a bath before sleeping every day is/isn't _______ because there are millions of people in the world who suffer from lack of water and food.
3. Some people are full of _________ to make a living and can't afford enough clean water in their everyday life.
4. Using water as needed has a _________ effect if it is done by many people around the world.
5. Did the fact that we live in a land where there is plenty of water can _________ your gratitude to God.

Activity 3

Read the text and pay attention to the structure in the right column.

Students should be Allowed to Use Mobile Technologies in Class	Title
For hundreds of years, education has been closely connected to writing. Professors had been writing down their lectures, and students had been keeping notes after their teachers. Goose feathers and parchment changed to ballpoint pens and paper. With the emergence and development of mobile technologies, students nowadays tend to use smartphones or laptops in class more often than pens and paper. There are many arguments in favour of doing so.	**Thesis**
First of all, let us face reality: people do not write as much today as they used to several years ago. This is especially true in the case of the youth: teenagers and young adults tend to feel more confident and comfortable typing on their devices rather than with handwriting. Keeping records after a teacher in class requires a student to write extremely fast, which often decreases the readability of the notes taken. Sometimes it can be extremely difficult for a student to understand what he or she hurriedly wrote down in class. At the same time, typing on a smartphone or laptop helps write the important information down in a comprehensible and accurate way. Also, handwriting always involves grammatical mistakes, typos, blots, and so on.	**Argument 1** **Thesis statement:** First of all, let us face reality: people do not write as much today as they used to several years ago **Supporting evidence:** teenagers and young adults tend to feel more confident and comfortable typing on their devices typing on a smartphone or laptop helps write the important information down in comperhensible

Students should be Allowed to Use Mobile Technologies in Class	Title
	and accurate way handwriting always involves grammatical mistakes, typos, blots, and so on
Secondly, technology is something youth nowadays have got so accustomed to that without it, they operate less efficiently. Students are native to such devices as smartphones, laptops, tablets, and other gadgets, and naturally incorporate them in whatever they do, be it leisure time or studying. Not allowing students to use smartphone and laptop in class means to deprive them of something that is almost a part of them and of their daily lives. If young people know how to use technology to their advantage and increase their studying effectiveness with its help, why forbid them from doing it?	**Argument 2** **Thesis statement:** Secondly, technology is something youth nowadays have got so accustomed to that without it, they operate less efficiently. **Supporting evidence:** 1. Students are native to such devices as smartphones, laptops, tablets, and other gadgets, and naturally incorporate them in whatever they do, be it leisure time or studying. 2. Not allowing students to use tablets in class means to deprive them of something that is almost a part of them and of their daily lives.

Students should be Allowed to Use Mobile Technologies in Class	Title
Thirdly, the use of mobile technologies helps make the studying process more engaging for students. For example, there are teachers who like to illustrate their lectures with photographs, charts, or interactive graphics. If students are using smartphone or laptop, a teacher can send them supplementary educational materials via email or in social media. Or, students may be able to look up contradictory and/ or insufficient information during the course or a lecture, and ask questions immediately. Smartphone and laptop also allow changing the format of teaching. Some teachers develop experimental ways of lecturing, and these new methods tend to show promising results. Needless to say such formats of studying are more appealing to young people who value their freedom and time, and prove to be extremely effective.	**Argument 3** **Thesis statement:** Thirdly, the usage of mobile technologies helps make the studying process more engaging for students. **Supporting evidence:** 1. There are teachers who like to illustrate their lectures with photographs, charts, or interactive graphics. 2. If students are using smartphone or laptop, a teacher can send them supplementary educational materials via email or in social media. 3. Some teachers develop experimental ways of lecturing, and these new methods tend to show promising results.

Students should be Allowed to Use Mobile Technologies in Class	Title
Based on the arguments above, allowing students to use smartphone and laptop in class would be a small but substantial change. Modern students are digital natives, and can effectively use technologies to their advantage. They would be able to not just take notes on lectures more effectively, but would also eagerly engage in new forms of studying such as remote studying, using interactive online materials, and so on. Adapted from https://templatelab.com/persuasive-essay/#google_vignette	Recommendation

Activity 4

Work in pairs and discuss.

Access and retrieve

1. Which of the following describes the idea that smartphones and laptops are allowed in class?
   a. Buying a laptop is expensive for students.
   b. Replacing goose feathers and parchment into ballpoint pens and paper is a good solution.
   c. Using conventional methods is gradually becoming obsolete
   d. Students tend to use laptops in class more often than pens and paper.

2. “With the emergence and development of mobile technologies, students nowadays tend to use smartphones or laptops in class more often than pens and paper.” (p. 1)

   According to the statement, what will replace pens and paper?

   a. a laptop
   b. a book
   c. goose feathers and parchment
   d. a computer

Integrate and interpret

3. How many arguments does the writer state? What are they?

   Answer: ____________________

4. What data does the writer resent to support the argument?

   Answer: ____________________

5. What does the argument tell us about the writer’s opinion?

   Answer: ____________________

Reflect and evaluate

6. “First of all, let us face reality: people do not write as much today as they used to several years ago.” (p. 2) Do you agree with this statement?

   Answer: ____________________

7. What recommendations are given by the writer?

   Answer: ____________________

8. “Not allowing students to use smartphones and laptops in class means to **deprive** them of something that is almost a part of them and of their daily lives.” The word in bold means____________________

Activity 5

Read and understand some key concept materials given below.

The text entitled "Students Should be Allowed to Use Mobile Technologies in Class" is a hortatory exposition text. The purpose of a hortatory exposition text is to give advice or suggestion to the readers in making a choice based on the presented arguments.

The text entitled "Students Should be Allowed to Use Mobile Technologies in Class" includes all the elements of the structure of a hortatory exposition text. They are: thesis, arguments, and recommendation of the thesis.

Structure of a hortatory exposition text.

a. Thesis: presents the announcement of issue of concern.
b. Arguments: presents the reasons for concern, leading to recommendation.
c. Recommendation: presents the statement of what ought or ought not to happen, the author tries to invite and persuade the reader to do something.

Activity 6

There are some language features in a hortatory exposition text. They are:

1. Simple Present Tense.
2. Abstract nouns (e.g. belief, consideration)
3. Action verbs (e.g. talk, watch)
4. Thinking verbs.
5. Modal. (e.g.: certainly, surely)
6. Temporal connectives. (e.g.: firstly, secondly)
7. Evaluative words. (e.g.: important, valuable, trustworthy)
8. Passive voice.

Take a closer look at the text entitled "Students Should be Allowed to Use Mobile Technologies in Class" again. You will find the language features in the text.

Students should be allowed to use mobile technologies in class
For hundreds of years, education has been closely connected to writing. Professors had been writing down their lectures, and students had been keeping notes after their teachers. Goose feathers and parchment changed to ballpoint pens and paper. With the emergence and development of mobile technologies, students nowadays tend to use smartphones or laptops in class more often than pens and paper. There are many arguments in favour of doing so.
First of all, let us face reality: people do not write as much today as they used to several years ago. This is especially true in the case of the youth: teenagers and young adults tend to feel more confident and comfortable typing on their devices rather than with handwriting. Keeping records after a teacher in class requires a student to **write** extremely fast, which often decreases the readability of the notes taken. Sometimes it can be extremely difficult for a student to understand what he or she hurriedly wrote down in class. At the same time, typing on a smartphone or laptop helps write the important information down in a comprehensible and accurate way. Also, handwriting always involves grammatical mistakes, typos, blots, and so on.
Secondly, technology is something youth nowadays have got so accustomed to that without it, they operate **less efficiently**. Students are native to such devices as smartphones, laptops, tablets, and other gadgets, and naturally incorporate them in whatever they do, be it leisure time or studying. Not allowing students to use smartphone or tablet in class means to deprive them of something that is almost a part of them and of their daily lives. If young people know how to use technology to their advantage and increase their studying effectiveness with its help, why forbid them from doing it?

Thirdly, the use of mobile technologies **helps** make the studying process more engaging for students. For example, there are teachers who like to illustrate their lectures with photographs, charts, or interactive graphics. If students are using smartphone or laptop, a teacher can send them supplementary educational materials via email or in social media. Or, students may be able to look up contradictory and/or insufficient information during the course or a lecture, and ask questions immediately. Smartphone and laptop also allow changing the format of teaching. Some teachers develop experimental ways of lecturing, and these new methods tend to show promising results. Needless to say such formats of studying are more appealing to young people who value their freedom and time, and prove to be extremely effective.

Based on the arguments above, allowing students to use smartphone and laptop in class would be a small but **substantial** change. Modern students are digital natives, and can effectively use technologies to their advantage. They would be able to not just take notes on lectures more effectively, but would also eagerly engage in new forms of studying such as remote studying, using interactive online materials, and so on.

Source https://templatelab.com/persuasive-essay/#google_vignette

Pay attention to the word in bold and explain their language features and functions in a hortatory exposition text.

No.	Words/phrases	Explanation
1	For hundreds of years,	
2	First of all,	
3	Secondly,	
4	Less efficiently	
5	Write	
6	Helps	
7	Substantial	

Activity 7

An action verb is a word that shows what someone or something is doing.

Put a tick (√) on sentences that contain action verbs.

No.	Words	Yes	No
1.	For hundreds of years, education has been closely connected to writing.		
2.	Handwriting always involves grammatical mistakes, typos, blots, and so on.		
3.	Smartphone and laptop also allow changing the format of teaching.		
4.	Some teachers develop experimental ways of lecturing, and these new methods tend to show promising results.		
5.	Students may be able to look up contradictory and/or insufficient information during the course or a lecture, and ask questions immediately.		

Activity 8

An abstract noun is a type of noun that refers to things that have no physical form. This means we cannot see, touch, taste, smell, or hear. It cannot be experienced with our senses. It denotes an idea, concept, quality, emotions, feelings, attributes, movements, events, action, or state.

In the right columns, put a tick (√) on the action verbs.

No.	Words	Yes	No
1.	Notes		
2.	Knowledge		
3.	Methods		
4.	Exception		
5.	Graphics		

C. Listening

Activity 1

Look at the picture and answer the questions.



Picture 5.2 Health target welness road

1. What can you see in the picture?
2. To become a healthy student, what do you have to do?
3. Do you usually excercise? If so, how many times a week?
4. Do you agree that someone must have a positive mindset to become healthy?
5. Do you think that eating junk food will increase the chance of getting sick? Explain your opinion.

Activity 2

Find the meaning of the words below using a dictionary.

No.	Words	Meaning
1.	Associate	
2.	Composition	
3.	Bandwagon	
4.	Immunodeficiency	
5.	Vigour	

Activity 3

Listen to the recording below.

Listen to the recording again and then discuss the structure of the recording in pairs. The listening transcript is provided in the Teacher's Book.

Thesis	______________________ ______________________
Argument	______________________ ______________________
Reiteration	______________________ ______________________

Activity 4

Listen to recording of the text entitled "What is good nutrition and why is it important?" and answer the questions.

1. What is the recording about?

   Answer: ____

2. What is the speaker solution to junk food and snacks?

   Answer: ____

3. What do tomatoes and berries do to our body?

   Answer: ____

4. "Eating the right food can actually make you happier "(p.6) Do you agree with this statement? Explain your answer.

   Answer: ____

5. What is the speaker's recommendation?

   Answer: ____

Activity 5

In the right column, write T for correct, and F for incorrect statements.

1. Healthy eating is about less fried food, less sugar and more vegetables and fruits.	
2. Nutrition is an essential aspect of a healthy lifestyle.	
3. Tomatoes and berries can increase vigour and improve cognitive performance.	
4. Eating the right foods can make us happier.	
5. 1 in 7 people suffers from diabetes.	

Activity 6

Work in pairs. Discuss these questions.

Imagine that you are overweight and you really want to lose weight.

a. What will you do?
b. What made you choose that action?

You can write down your answer below or simply discuss it with a partner. Remember to respect each other or each other's opinions.

____

____

____

D. Grammar focus

Adverb

Activity 1

Modal adverb is an adverb that qualifies a predicate with respect to way in which it is true. Modal adverbs also add additional meaning to modal verbs.

Example:

1. That controversial book **surely** won't gain any profit.
2. **Undoubtedly**, the huge number of protests has had an effect on support for the launching of the book.
3. It is **plainly** raining too hard today for the match to go on.
4. **Fortunately**, the match can **easily** be postponed until next Saturday.

In the first sentence, the adverb **surely** modifies the verb **will not** or **won't**. In the second sentence, **undoubtedly** at the beginning of the sentence actually modifies **has had**, which appears later. In the third sentence, verb phrase **is raining**, and the modal adverb **plainly** adds emphasis.

In the fourth sentence, the entire verb phrase is **can be postponed**, and there are two adverbs: **fortunately** and **easily**.

Degree of certainty	Modal verbs	Modal adverbs	Construct prompts
Strong	will shall must	certainly undoubtedly definitely	You will do ... you must do ... ... is definitely ...
Moderate	should would can ought	probably generally usually	I probably will ... usually in these instances, ... you should do ...
Hesitant	might may could	occasionally possibly	Occasionally I could ... It might be the case that ...

Write three sentences using modal adverbs.

Answer:

1. ____

2. ____

3. ____

Activity 2

Decide whether the sentence contains modal advebs by putting a tick (√) in the right column.

No.	Sentence	Yes	No
1.	A lot of us mistakenly associate weight loss with fad diets, but eating a nutritious diet is really the best way to go about maintaining a healthy weight and at the same time attaining the necessary nutrients for a healthy body function.		
2.	Our immune system requires essential vitamins and minerals to function optimally.		
3.	Eating a wholesome and varied diet ensures your immune system functions at peak performance and guards against illnesses and immunodeficiency problems.		
4.	Eating the right foods can actually make you happier – nutrients such as iron and omega-3 fatty acids found in protein-rich food can boost your mood.		
5.	Healthy eating is all about eating balanced proportions of nutrient-rich foods from the various food groups, as well as adopting several healthy eating habits.		

Temporal Connectives or Time Connectives

Activity 3

In a hortatory exposition text, we use temporal connectives or time connectives. Time connectives are words or phrases which are used to tell readers **when** something is happening. The readers join phrases or sentences together to help us understand when something is happening.

Examples of time connectives are: *before, after, next, just then, shortly, afterwards, last, eventually, firstly, secondly, and thirdly.*

Example

So, how does one build a sensible nutrition plan ***then****?*

The sentence contains a time connective **then**.

Write three sentences using time connectives.

Answer:

1. ____

2. ____

3. ____

Activity 4

Read the text.

Why is Internet Safety Important?

Internet safety is the practice of following actionable guidelines, understanding modern technology, and protecting your digital devices so you can defend against the malicious parts of the online world. There are some reasons why internet safety is important.

First, most people do not want pornography on their computer, Pornography is available on many sites and sometimes masquerades on websites that sound like popular websites. Keeping pornography out is a primary reason for safety precautions.

Second, predators prey on young children, luring them into dangerous situations, often over Internet chat rooms predators will disguise themselves as other kids and lure kids into meeting them.

Third, thousands of people are either tricked by email scams or have their information stolen resulting in significant personal financial loss.

Fourth, adware, spyware and viruses dramatically slow your computer down. Commonly referred to as malware these programs hide in seemingly innocent downloads.

Fifth, computer viruses can take over your computer to make your computer a drone in doing all sorts of unlawful activity. Viruses can come attached in emails or by clicking on a seemingly innocent weblink.

In conclusion, internet safety is very important. Internet safety requires you to have a firm comprehension of the Internet, what's on it, how it's used, and how it operates. It also emphasizes understanding the lesser-known areas of the Internet, like code, webpage interactions, and secure connections.

Modified from https://www.aeseducation.com/computer-applications/what-is-internet-safety and https://itstillworks.com/why-internet-safety-important-5006369.html

There are some language features in a hortatory exposition text. Find the language features from the text "Why Is Internet Safety Important?" and answer the questions.

1. Find conjunctions used in the text.

   Answer: ____

2. Find modal adverbs used in the text.

   Answer: ____

3. Do you find any abstract nouns in the text? Write two of them.

   Answer: ______________________________

4. Find ordinal numbers used in the text.

   Answer: ______________________________

5. Do you find any evidence to support arguments in the text? What are they?

   Answer: ______________________________

E. Writing

Activity 1

Pay careful attention to the direction.

Direction:

Based on your understanding and knowledge about a hortatory exposition text that you have learnt, now please write an exposition text about digital safety.

Your draft is here.

Tittle

Thesis

____

____

____

Arguments 1

____

____

Arguments ...

____

____

Reiteration

____

____

____

Activity 2

Check your grammar. Make sure your presentation is indicators. If you still find mistakes, consult your teacher.

Your draft is here.

Tittle

Thesis

____

____

____

Arguments 1

____

____

Arguments ...

____

____

Reiteration

____

____

____

Activity 3

Swap your work with your classmate to see whether your work readable.

Ask your classmate and your teacher to give comments for improvement on your writing which includes the following:

1. The structure of the draft
2. The flow of information
3. The elements of an exposition.
4. Linguistic features
5. The arguments and the facts or data that support the arguments
6. The grammar and mechanics, including the use of capital letters

a. Classmate comments

Your classmate comments are here:

____

____

____

____

____

b. Teacher comments

Your teacher comments are here:

____

____

____

____

____

F. Speaking

Activity 1

Practice the dialogue below with your classmate.

Anis : I think you should change your accoun's privasy setting, Bro.

Rashid : But why?

Anis : Your account's privacy setting is set to public, and you are logged in.

Rashid : Why does it matter?

Anis : If you make it public, everyone can see all of your personal information.

Rashid : So, what is the use of changing my privacy setting?

Anis : Privacy setting can make you safe online. You should not make it public because when you upload photos or anything else, anyone can see it.

Rashid : So, I have to change my privacy setting?

Anis : Yes. Change the setting, so that only our family and friends can can see them.

Rashid : But I can delete things, right?

Anis : Yes, but it is very difficult. Some things stay there forever.

Rashid : Oh. I see.

Activity 2

Answer the questions based on the dialogue.

1. What is the dialogue about?

   Answer: ____________________

2. What does Anis advice her brother to do?

   Answer: ____________________

3. What is her argument about it?

   Answer: ____________________

4. How many arguments does Anis state? What are they?

   Answer: ____________________

5. What do you think about Anis arguments?

   Answer: ____________________

Activity 3

Check your final draft and your classmate comments before presenting your hortatory exposition in front of your class.

Use the checklist below to see whether your final draft is ready to present.

My final draft	Well done	Not sure	Need improvement
I connect my ideas well.			
I make my thesis good.			
I present my arguments in a good way.			

My final draft	Well done	Not sure	Need improvement
I support data and factual evidence for my arguments.			
I conclude my draft with a recommendation.			

Activity 3

Now, it's time to present your hortatory exposition text. Don't forget to take notes when you get any comments on your presentation.

G. Reflection

You have completed Unit 5 and it is important to reflect on your learning experience. Reflect on your learning process and the progress that you have made by answering the following questions.

1. On a scale from 1-5, how do you rate your understanding about Analytical exposition text? Color in the stars.

CAN YOU?

2. Can you identify the social functions of hortatory exposition text?
3. Can you identify the text structures of hortatory exposition text?
4. Can you identify the linguistics elements of hortatory exposition text?

5. Can you write a hortatory exposition text with an appropriate schematic structure and linguistic features?
6. Can you present orally the text that you have written in the classroom?

WHAT?

7. What have you learned from this unit?
8. What are your favourite learning activities in this unit?
9. What are your least favourite learning experiences in this unit?
10. How do the materials you have learned in this unit relate to real-world situations and problems?

NOW WHAT?

11. What would you like to improve?
12. What do you want to learn more about?
13. In your daily life, how will you apply what you have already learned?

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI REPUBLIK INDONESIA, 2021
Bahasa Inggris Tingkat Lanjut
untuk SMA Kelas XI
Penulis : Rida Afrilyasanti, Anik Muslikah Indriastuti
ISBN : 978-602-244-863-1

Concluding Section 2

A. SUMMARY

In this semester, you have learned about the exposition text. There are two kinds of the exposition text that you have learned this semester: the analytical and hortatory exposition texts.

Definition

1. Analytical Exposition

An analytical exposition is a text that elaborates the writer's idea about an issue. The social function of analytical exposition text is to persuade the reader or the listener that something is the case. The case is developed into a thesis/opinion which is supported by arguments. In an analytical exposition, a reiteration or restatement of the writer's point of views is used to give emphasize on the writer's thesis/opinion.

2. Hortatory Exposition

A hortatory exposition is a type of spoken or written text that is intended to explain to the listeners or readers that something should or should not happen or be done. The social function of hortatory exposition is to persuade the reader or listener that something should or should not be done. In a hortatory exposition, a recommendation is used to give advice or suggestion to the readers to make a choice by considering the presented arguments.

The structcture

1. Analytical Exposition

The structure of an analytical exposition text is formed in three elements: thesis, arguments, and reiteration.

2. Hortatory Exposition

The structure of an analytical exposition text is formed in three elements: thesis, arguments, and recommendation.

The language features

1. Analytical Exposition

There are some language features in an analytical exposition text. They are:

1. Simple Present Tense.
2. One issue (e.g. *why something is important; why someone is interested to do something*).
3. Expressions to state a belief or an opinion (e.g. *I believe ...; i think ...; in my opinion ...)*
4. Conjunctions to show logical relations between arguments presented:
   a. Temporal conjunctions. (e.g. *First, second, third*)
   b. Causal conjunctions. (e.g. *Because, lead to, the consequence of ...*)
   c. Comparative conjunctions. (e.g. *However, on the other hand*)
   d. Conjunctions in a concluding statement. (e.g. *Consequently, therefore*)
5. Modal verbs. (e.g. *Start; develop)*
6. Relational processes. (e.g. *Be, become, seem, sound, weigh, make, ensure*)
7. Evidence and opinions from experts to support arguments and to make the arguments powerful.
8. Ordinal number to sequence the arguments (e.g. *first, second, third*)

2. Hortatory Exposition

There are some language features in a hortatory exposition text. They are:

1. Simple Present Tense.
2. Abstract nouns (e.g. belief, consideration)
3. Action verbs (e.g. talk, watch)
4. Thinking verbs.
5. Modal adverbs. (e.g.: certainly, surely)
6. Temporal connectives. (e.g.: firstly, secondly)
7. Evaluative words. (e.g.: important, valuable, trustworthy)
8. Passive voice.

B. ENRICHMENT

For your further reading and practice, browse on the Internet and find articles about **digital safety**. Use the article to write an exposition or a hortatory text.

1. Break down the article into its structure and fill in the following table.

a. Modify the article into a good analytical exposition text. Remember to write down the name of the writer's article

Thesis	
Argument	
Reiteration	

b. Modify the article into a good hortatory exposition text. Remember to write down the name of the writer's article

Thesis	
Argument	
Reiteration	

2. Identify the language features of the articles and summarize it into two paragraphs. Remember to write down the name of the writer's article

Language features of the text entitled Digital Safety	
analytical exposition text	Hortatory exposition text

C. PROJECT

Activity 1

Pay careful attention to the direction.

Direction:

1. Your teacher asks you to participate in your school's webinar about **cyber bullying**.

2. You are asked to make an article about **cyber bullying** and give recommendation about how to deal with it.
3. Draw a mind map of your topic.
4. State your thesis, arguments, and recommendation as the structure of a hortatory exposition.
5. Write your draft.

Your draft is here.

Cyber Bullying

Thesis

____

____

____

Arguments 1

____

____

____

Arguments ...

____

____

____

Reiteration

____

____

____

Activity 2

Check your grammar, the cohesion, and the coherence of the presentation of the idea and correct it if you still find some errors.

Your draft is here.

Cyber Bullying

Thesis

____

____

____

Arguments 1

____

____

____

Arguments ...

____

____

____

Reiteration

____

____

____

D. FORMATIVE TEST

Part 1 Listening and Speaking

The Listening transcript is provided in the Teacher's Book

In this part of the test, you will hear a monologue. The texts and questions will be spoken twice. They will not be printed in your book, so you must listen carefully to understand what the speakers are saying. There are 7 (seven) questions in this part. For each question, choose the correct answer A, B, C, D, or E.

1. What is the text about?
    a. climate change
    b. climate exchange
    c. climate chance
    d. climate charge
    e. climate cause

2. How many arguments are there in the article?
    a. 1
    b. 2
    c. 3
    d. 4
    e. 5

3. "It has a **huge** effect on our livelihoods, our health, and our future." The word in bold can be replaced with....
    a. tiny
    b. insignificant
    c. minor
    d. enormous
    e. small

4. According to the author, what is the benefit of understanding climate change?
   a. it helps us preparing for the history
   b. it helps us knowing how human activities which release greenhouse gases trail to climate change
   c. it helps us knowing how far sea levels will decrease due to warmer sea temperatures
   d. it doesn't help us seeing which regions are most likely to be affected by extreme weather
   e. it helps us predicting how much rain the next winter might bring

5. The thesis of the argument of the text is....
   a. Climate is affected by our atmosphere, a layer of gases that surrounds the earth.
   b. Some gases trap more heat than others.
   c. It has a huge effect on our livelihoods, our health, and our future.
   d. The more greenhouse gases there are the warmer the earth's climate becomes.
   e. In conclusion, it's important that we understand how the climate is changing, so that we can prepare for the future.

6. Look at this sentence from the text. It is presented here in two parts:

"First, studying the climate helps us predict how much rain the next winter might bring, ..." (First part)

"...or how far sea levels will rise due to warmer sea temperatures." (Second part)

What is the relationship between the first and second parts of the sentence? The second part ___________

a. contradicts the first part.
b. repeats the first part.
c. illustrates the problem described in the first part.
d. gives the solution to the problem described in the first part.
e. adds the things described in the first part

7. Make a dialogue about climate change and include arguments to support your thesis.

You	:	____________________
Yourfriend	:	____________________
You	:	____________________
Yourfriend	:	____________________
You	:	____________________
Yourfriend	:	____________________
You	:	____________________
Yourfriend	:	____________________
You	:	____________________
Yourfriend	:	____________________

Part 2 Reading and Writing

Read the text and answer questions 8 - 15.

Why Financial Literacy Matters

Financial literacy is crucial for helping consumers to manage several factors. Among them, financial decision options, complexity of savings and investment options, the changing of financial environment, persistent gap between haves and have-nots, and also save enough to provide adequate income in retirement while avoiding

high levels of debt that might result in bankruptcy, defaults, and foreclosures. There are some reasons why financial literacy matters.

First, in its "Report on the Economic Well-Being of U.S. Households in 2019," the Board of Governors of the U.S. Federal Reserve System found that many Americans are unprepared for retirement. One-fourth indicated they have no retirement savings, and fewer than four in 10 of those not yet retired felt that their retirement savings are on track. Among those who have self-directed retirement savings, nearly 60% admitted to feeling low levels of confidence in making retirement decisions?

Second, low financial literacy has left millennials—the largest share of the American workforce—unprepared for a severe financial crisis, according to research by the TIAA Institute. Even among those who report having a high knowledge of personal finance, only 19% answered questions about fundamental financial concepts correctly. Forty-three percent report using expensive alternative financial services, such as payday loans and pawnshops. More than half lack an emergency fund to cover three months' expenses, and 37% are financially fragile (defined as unable or unlikely to be able to come up with $2,000 within a month in the event of an emergency). Millennials also carry large amounts of student loan and mortgage debt—in fact, 44% of them say they have too much debt.

Though these may seem like individual problems, they have a broader effect on the entire population than previously believed. All one needs is to look at the financial crisis of 2008 to see the financial impact on the entire economy that arose from a lack of understanding of mortgage products (creating a vulnerability to predatory lending).

The conclusion from why financial literacy matters is because financial literacy is an issue with broad implications for economic health, and an improvement can help lead the way to a global economy that is competitive and strong.

Source: https://www.investopedia.com/articles/investing/100615/why-financial-literacy-and-education-so-important.asp

8. What is the text about?

    a. financial literacy
    b. critical literacy
    c. cultural literacy
    d. information literacy
    e. scientific literacy

9. According to the author, how prepared are Americans for their retirementt?

    a. few Americans are unprepared for retirement
    b. One-fourth indicated they have no retirement savings
    c. Fewer than four in 7 of those not yet retired felt that their retirement savings are on track
    d. Nearly 40% admitted to feeling low levels of confidence in making retirement decisions
    e. many Americans are prepared for retirement

10. How do American millenial's view financial literacy?

    a. Among those who report having a high knowledge of personal finance, 89% answered questions about fundamental financial concepts correctly
    b. More than half lack an emergency fund to cover three months' expenses
    c. Fifty-three percent report using expensive alternative financial services, such as payday loans and pawnshops
    d. 47% are financially fragile (defined as unable or unlikely to be able to come up with $2,000 within a month in the event of an emergency)
    e. Low financial literacy has left millennial unprepared for a severe financial crisis

11. How many millenials are in debt?

a. 34%
b. 44%
c. 43%
d. 33%
e. 54%

12. In the right column, write T for correct, and F for incorrect statements.

Statement	T/F
a. Many Americans are unprepared for retirement.	
b. 60% Americans admitted to feeling low levels of confidence in making retirement decisions.	
c. 43% Americans report using expensive alternative financial services, such as payday loans and pawnshops.	
d. 37% Americans are financially fragile.	
e. 44% Americans millenials say they have too much debt.	

13. What type of exposition is the text above?

____

____

____

____

14. "All one needs is to look at the financial crisis of 2008 to see the financial impact on the entire economy that arose from a lack of understanding of mortgage products (creating a vulnerability to predatory lending)." What does the sentence mean?

15. Write a short paragraph about financial literacy. Use one type of exposition text you think the most appropriate. Your paragraph must consist of 250-300 words.

Glossary

Additionally: to concur in (something, such as an opinion).

Agree: have the same opinion

Alienate: to cause to be withdrawn or detached, as from one's society.

Alliance: a group or association that is formed for mutual benefit.

Animalism: behaviors that characterize animals.

Argument: a disagreement, or the process of disagreeing.

As: (preposition) used to describe the purpose or quality of someone or something.

Ash: the powdery residue left after the burning of a substance.

Associate: connect someone or something in your mind with someone or something else

Bandwagon: an activity, group, movement, etc., that has become successful or fashionable and so attracts many new people.

Believe: to accept the word or evidence of.

Bewitched: put a magic spell on someone or something in order to control him/her/it.

Blasting: causing injury, especially affecting with sudden violence or ruin.

Booster: an auxiliary device for increasing force, power, pressure, or effectiveness.

Chanted: said or shouted repeatedly in a singsong tone.

Characterization: a description or the distinctive nature or feature (it can be physical, emotional, mental and social qualities) of someone or something to distinguish one individual from another.

Climax: the peak point of the problem or the highest point of tension in the story.

Common: the same in a lot of places or for a lot of people.

Complication: struggles or problems faced by the characters.

Composition: the parts, substances, etc. that something is made of.

Confronted: faced up to and dealt with.

Converted: having changed in form or character, or been made suitable for a different use.

Convinced: caused someone to believe firmly or persuade someone to do something.

Cunning: being clever at planning something so they can get what they want, especially by tricking other people.

Curse: a solemn utterance intended to invoke a supernatural power to inflict punishment or harm on someone.

Deceit: the act of causing someone to accept as true or valid what is false or invalid.

Deploy: the use something or someone, especially in an effective way.

Despite: without taking any notice of or being influenced by.

Disease: illness of people, animals, plants, etc., caused by infection or a failure or health rather than by an accident.

Efficacy: the ability, especially of a medicine or a method of achieving something, to produce the intended result.

Efficiently: working or operating in an organized, quick, and effective way.

Encourage: to make someone more likely to do something, or to make something more likely to happen.

Energy: ability to be active: the physical or mental strength that allows you to do things.

Equal: being the same in quantity, degree, size, or value.

Evolution: the way in which living things change and develop over millions of years.

Excessively: in a way that is too much.

Faun: a fictional creature that looks like a small man with a goat's back legs, a tail, ears, and horns.

First: coming before all others in order, time, amount, quality, or importance.

Fortune: chance or luck.

Gallant: courteously and elaborately attentive.

Germ: a very small organism that causes disease.

Gift: a natural ability or talent.

Holy: sacred or dedicated to God or a religious purpose.

However: despite whatever amount or degree.

Identity: the fact of being who or what a person or thing is.

Immunodeficiency: a condition in which a body is unable to produce enough antibodies to fight bacteria and viruses, often resulting in infection and disease.

Incidence: an event, or the rate at which something happens

Inheritance: something that someone gives when they die.

Issues: something that people are talking about, thinking about, etc. : an important subject or topic.

Leadership: actions of leading a group.

Meadow: a cultivated land.

Midst: in the middle of a group of people or things.

Mill: a building equipped with machinery for grinding grain into flour.

Mistake: a wrong action or statement proceeding from faulty judgment, inadequate knowledge, or inattention.

Moral: the lesson that story teaches to the readers.

Noble: honorable or belonging to a high rank in a society

Ogre: a large frightening character who feeds on human beings.

Orientation: introduction of the characters, setting and directions of the story.

Overjoyed: extremely happy.

Partridge: a bird with a round body and a short tail that is sometimes hunted for food or for sport.

Plot: the sequence of events that make up a story.

Privilege: a special right or advantage granted or given only to a particular person or group.

Proponents: persons who speak publicly in support of a particular idea or plan of action.

Reaping: cutting or gathering a crop or harvest.

Reason: a statement or fact that explains why something is the way it is, why someone does, thinks, or says something, or why someone behaves a certain way.

Reiteration: the act of saying something again, once, or several times.

Resolution: the end of the story.

Rogues: a dishonest or bad man.

Sago: edible starch obtained from a particular tree growing in freshwater swamps in Southeast Asia.

Scapegoat: someone who is blamed for the wrongdoings or faults of others.

Second: immediately after the first and before any others.

Serpent: a large snake

Setting: the time and place when or where the story takes place.

Severe: very serious

Shaman: a person who has special powers to control the spirits and discover as well as treatment for illness.

Shattered: put a magic spell on someone or something in order to control him/ her/it.

Significant: large enough to be noticed or have an effect.

Similarly: in a similar way.

Speculation: assumption, a guessing or prediction.

State: to express in words.

Stately: having style and appearance that causes admiration.

Strain: a force or influence that stretches, pulls, or puts pressure on something sometimes causing damage.

Substantial: large in size, value or importance.

Suggest: to offer for consideration or as a hypothesis.

Thesis: the main idea, opinion, or theory of a person, group, piece of writing, or speech.

Tifa: a traditional wooden tubular-shaped musical instrument that is originated from Maluku and Papua.

Treason: the crime of assisting your country's enemies or seeking to overthrow the government illegally.

Turkish delight: a soft sweet that is usually cut into squares and dusted with powdered sugar.

Tyranny: cruel and unfair treatment by those with a power over the others.

Vigor: strength, energy, or enthusiasm.

Warren: an interconnecting underground passages and holes in which rabbits live (rabbit burrows).

Well-built: having large and strong body.

While: during the time that, or at the same time as.

Windmill: a construction with vanes that turns in the wind and generate power to grind grain into flour.

Worship: show a strong feeling and adoration for God

References

Anderson, M., & Anderson, K. (2003). *Text Types in English*. South Yarra: Macmillan Education Australia PTY LTD.

Azar, B.S. & Azar, D. A. (1999). *Fundamentals of English Grammar, Second Edition*. New Jersey: Prentice Hall Regents.

Azar, B. S. (2002). *Understanding and Using English Grammar, Third Edition with Answer Key*. New York: Pearson Education.

Emilia, E., & Christie, F. (2013). *Factual genres.* Bandung: Rizqi Press.

Emilia, E., (2016). *Pendekatan Berbasis Teks dalam Pengajaran Bahasa Inggris.* Bandung: Kiblat Buku Utama

Emilia, E., Hatta, S.M., Yusuf, D. (2018) *Modul Latsar CPNS*. Jakarta: Pusdiklat Kemdikbud.

Haynes, J. & Debbie, Z. (2010). *Teaching English Language Learners across the Content Areas*. Danvers: ASDC.

Murphy, R. (2011). *English Grammar in Use.* New York: Cambridge University Press.

Internet sources for the Vocabulary Items and Texts:

Active health. (n.d.). What is good nutrition and why is it important? https://www.activehealth.sg/read/nutrition/what-is-good-nutrition-and-why-is-it-important

Amon, L. (n.d.) Why is internet safety important? https://itstillworks.com/why-internet-safety-important-5006369.html

Applied educational system. (n.d.). What is internet safety and why is it important to teach? https://www.aeseducation.com/computer-applications/what-is-internet-safety

ASEAN. (2020). Indonesian folklore, the story of the crying stone. https://indonesiar.com/indonesian-folklore-the-story-of-the-crying-stone/

Cambridge Dictionary. (n.d). https://dictionary.cambridge.org/

Collins. (n.d.). https://www.collinsdictionary.com/

Daffi. R. (2010). The legend of the holy stone. http://ceritarakyatnusantara.com/en/folklore/59-the-legend-of-the-holy-stone

Dian, K. (2018). Legenda ular N'daung. https://opac.perpusnas.go.id/DetailOpac.aspx?id=1169895

Excelsior online writing lab. (n.d.). Argumentative Presentations. https://owl.excelsior.edu/argument-and-critical-thinking/argument-and-digital-writing/argument-and-digital-writing-argumentative-presentations/

Hale, S. (2003). The Goose girl. https://www.msbkwt.com/images/Files_2020_21/Library/Pdfs/The_Goose_Girl.pdf

Lewis, C.S. (1950). The lion, the witch, and the wardrobe. http://www.samizdat.qc.ca/arts/lit/PDFs/LionWitchWardrobe_CSL.pdf

Merriam Webster. (n.d.). https://www.merriam-webster.com/

National center for atmospheric science. (n.d.). Why is climate important. https://ncas.ac.uk/learn/why-is-climate-important/#:~:text=It's%20important%20that%20we%20understand,due%20to%20warmer%20sea%20temperatures

Nikolov, S. (n.d.). The legend of the black sea. https://www.shortkidstories.com/story/legend-black-sea/

Orwell, G. (1945). Animal farm. https://www.globalgreyebooks.com/animal-farm-ebook.html

Oxford house language courses. (2020). What are the 4 present tenses in English-and how do you use them? https://oxfordhousebcn.com/en/what-are-the-4-present-tenses-in-english-and-how-do-you-use-them/

Sarah, S. (2021). 5 benefits of getting a covid-19 vaccine. https://corona.jakarta.go.id/en/artikel/5-manfaat-vaksinasi-covid-19-yang-wajib-diketahui

Storynory. (n.d). Puss in boots. https://www.storynory.com/puss-in-boots/

TemplateLAB. (n.d). 50 freepersuasive essay examples (+Best topics). https://templatelab.com/persuasive-essay/#google_vignette

UN Environment Program. (2021). Six reasons why a healthy environment should be a human right. https://www.unep.org/news-and-stories/story/six-reasons-why-healthy-environment-should-be-human-right

Zucchi, K. (2021). Why financial literacy is so important? https://www.investopedia.com/articles/investing/100615/why-financial-literacy-and-education-so-important.asp

Index

Profil Penulis



Nama Lengkap : Rida Afrilyasanti, M.Pd
Email : afrilyasanti@gmail.com
Akun Facebook : Rida Afrilyasanti
Alamat Instansi : Jl. Raya Tlogowaru No. 66 Malang
Bidang Keahlian : Pengajaran Bahasa Inggris

Riwayat Pekerjaan (10 tahun terakhir):

1. 2018 - sekarang : Guru Bahasa Inggris di SMA Negeri Taruna Nala Jawa Timur
2. 2010 - 2018 : Guru Bahasa Inggris di SMA Negeri 8 Malang
3. 2009 - 2010 : Guru Bahasa Inggris di SMP Laboratorium Universitas Negeri Malang

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. Non Gelar: Humboldt State University (HSU), California, U.S.A. (Under Graduate Student Exchange Program), (Jul – Dec 2008)
2. Non Gelar: Postgradate Enrichment program in English Language Education, SEAMEO Regional Language Center, Singapore, (May 2016)
3. S2: Pendidikan Bahasa Inggris, Universitas Negeri Malang (2014 – 2016)
4. S1: Pendidikan Bahasa Inggris, Universitas Negeri Malang (2005 – 2009)

Judul Buku, Modul, dan Karya Ilmiah (10 Tahun Terakhir):

1. Fokus AKM SMA (2021)
2. Buku Teks Bahasa Inggris Peminatan Bahasa Inggris kelas X (2019)
3. Buku Teks Masa Depan Bahasa Inggris kelas VII (2018)
4. Let's Learn English with Merah Puti Emas (2018)
5. Digital Storytelling as an Alternative Learning Media for EFL Learners (2011)
6. English for Pre-Intermediate Science (2011)

Judul Penelitian (10 Tahun Terakhir)

1. A Case Study on Nonverbal Communication in EFL Classes in Indonesian Context. 2020. Humanising Language Teaching 22(4)
2. Trimming the Digital Storytelling Instructions by Flipping the Classroom: A Response to Pedagogical Challenges in Implementing Digital Storytelling for Language Learning. 2020. Peter Lang Publishing.
3. Migrating from P to E: Introducing E-Portfolios across Paper-Dominated Tasks to Fuel Higher Order Thinking. 2018. SEAMEO QITEP in Language Research Grants.
4. Indonesian EFL Students' Perceptions on the Implementation of Flipped Classroom Model. 2017. Journal of Language Teaching and Research. Vol. 8(3), pp. 476-484.
5. Effect of Flipped Classroom Model on Indonesian EFL Students' Writing Ability across and Individual Differences in Learning. 2016. International Journal of English Language and Linguistics Research. Vol. 4(5), pp. 65-81.

Profil Penulis



Nama Lengkap : Anik Muslikah I., S.Pd, M.Hum
Email : anikmuslikah@gmail.com
Alamat Instansi : Jalan Ir. Sutami 36 A, Kentingan, Surakarta
Bidang Keahlian : Bahasa Inggris, Lingustik

Riwayat Pekerjaan (10 tahun terakhir):

1. Guru Bahasa Inggris SMK N 1 Mondokan Sragen Tahun 2004—2010
2. Instruktur Bahasa Inggris bagi Guru SLB Negeri I Sragen Tahun 2008—2010
3. Dosen Bahasa Inggris UT UPBJJ Surakarta Tahun 2008—2011
4. PNS di Badan Pengembangan dan Pembinaan Bahasa Jakarta Tahun 2011—2017
5. Instruktur Bahasa Indonesia bagi Penutur Asing (BIPA) di Kedutaan Besar Serbia Jakarta Tahun 2011
6. Instruktur Bahasa Indonesia bagi Penutur Asing (BIPA) di Kedutaan Besar India Jakarta Tahun 2012—2013
7. Instruktur Bahasa Indonesia bagi Penutur Asing (BIPA) di Kedutaan Besar Pakistan Jakarta Tahun 2012—2013
8. Dosen Bahasa Indonesia Universitas Trisakti Jakarta Tahun 2012—2014
9. Instruktur Bahasa Indonesia bagi Penutur Asing (BIPA) di Kedutaan Besar India Jakarta Tahun 2016
10. PNS di UNS Tahun 2017—sekarang

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. UNNES Semarang (Pendidikan Bahasa Inggris 1997—2001)
2. UNS Surakarta (Linguistik Penerjemahan 2005—2007)

Judul Buku, Modul, dan Karya Ilmiah (10 Tahun Terakhir):

1. Buku Bahasa Indonesia SMA/MA/SMK kelas X pendamping kebijakan kurikulum 2013 Kemdikbud (2013)
2. Buku Bahasa Indonesia SMA/MA/SMK kelas XI pendamping kebijakan kurikulum 2013 Kemdikbud (2014)
3. Buku Bahasa Indonesia SMA/MA/SMK kelas XII pendamping kebijakan kurikulum 2013 Kemdikbud (2015)
4. Buku umum "Basic English Grammar" (2018)
5. Buku umum "English Conversation for Beginners" (2018)
6. Buku Bahasa Inggris Peminatan SMA/MA kelas X (2019)
7. Point to Point Bahasa Inggris untuk SMK kelas X (2021)
8. Point to Point Bahasa Inggris untuk SMK kelas XI (2021)
9. Point to Point Bahasa Inggris untuk SMK kelas XII (2021)
10. Fokus AKM SMA (2021)

Profil Penelaah



Nama Lengkap : Prof. Emi Emilia, M.Ed., Ph.D
Email : emi.emilia@upi.edu
emi.emilia.upi@gmail.com
Instansi : Universitas Pendidikan Indonesia
Alamat Instansi : Jalan Dr. Setiabudhi No. 229 Bandung
Bidang Keahlian : Pendidikan bahasa dan literasi (dalam konteks bahasa Inggris sebagai bahasa asing)

Riwayat Pekerjaan (10 tahun terakhir):

1. Dosen Pendidikan Bahasa Inggris UPI (1989-sekarang)
2. Kepala Pusat Pengembangan Strategi dan Diplomasi Kebahasaan (Kemdikbud) (2015-2019).
3. Ketua Prodi pendidikan bahasa Inggris terintegrasi (S1, S2, S3), UPI (2011-2015)
4. Ketua Prodi pendidikan Bahasa Inggris S1 UPI (Agustus 2021-sekarang)

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. Sarjana Pendidikan Bahasa Inggris (1985-1989)
2. Graduate Diploma of Arts in Translating and Interpteing (Deakin University, Australia1992).
3. Master of Education in language and literacy education (1995-1996, Deakin University, Australia).
4. Ph.D in language and literacy education (University of Melbourne, 2002-2005).
5. Postdoctoral study in language and literacy education (Australia, di Australian Catholic University, 2007)
6. Postdoctoral study in language and literacy education (Sydney University, Nov 2009-Feb 2010)

Judul Buku, Modul, dan Karya Ilmiah (10 Tahun Terakhir):

1. Pendekatan genre-based dalam pengajaran bahasa Inggris (Rizqy Press, 2011);
2. Teaching academic writing: A critical genre-based approach in an EFL context (Lambert, 2011);
3. Factual genres. Learning to read, to write, and to talk about factual information (dengan Frances Christie, Sydney University) (Rizqy Press, 2013);
4. Introducing functional grammar (Pustaka Jaya, 2014);
5. Pengajaran berbasis teks (aplikasi, pengembang Nilem Studio) (2018)
6. https://play.google.com/console/u/0/developers/7474330657091419796/app-list?pli=1.

Profil Penelaah



Nama Lengkap : Windy Hastasasi
Email : windy.hastasasi@cikal.co.id / windy2608@gmail.com
Instansi : Sekolah Cikal Cilandak
Alamat Instansi : Jl. TB Simatupang Kav 18, Cilandak, Jakarta Selatan 12430
Bidang Keahlian : Bahasa Inggris

Riwayat Pekerjaan (10 tahun terakhir):

1. 2011-sekarang: Sekolah Cikal Cilandak (posisi saat ini: Kepala Sekolah)
2. 2008-2011: BINUS School Simprug (posisi terakhir: Associate Teacher)

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. 2009-2012 Universitas Pelita Harapan S2 Manajemen Pendidikan
2. 1999-2003 Universitas Katolik Atma Jaya S1 FKIP Bahasa Inggris

Judul Buku, Modul, dan Karya Ilmiah (10 Tahun Terakhir):

1. Fun Learning: Aktivitas Cerdas 5 in 1, Nama pena: Anindya Gayatri, Wahyu Media (6 Juni 2017)
2. Kinder School: Belajar Menulis Huruf & Kosakata, Nama pena: Anindya Gayatri, Wahyu Media (2015)
3. Kreatif Bahasa Inggris SD/MI, Tim Tunas Karya Guru, Penerbit Duta (2014)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. "Hubungan Antara Budaya Organisasi dan Kepemimpinan Kepala Sekolah dengan Kepuasan Kerja Guru di Sekolah Dasar Cikal Jakarta Selatan", 2012

Profil Ilustrator



Nama Lengkap : Yulianto
Email : yolyulianto@gmail.com
IG : yolyulianto
Alamat Instansi : Taman Rembrandt
Blok R.04 No.88
Citra Raya Tangerang
Bidang Keahlian : Ilustrasi

Riwayat Pekerjaan (10 tahun terakhir):

1. Ilustrator Majalah Anak Ina, tahun 1998-2000
2. Ilustrator Majalah Ori-Kompas Gramedia, tahun 2001-2010
3. Ilustrator Majalah Superkids Junior, tahun 2011-2014
4. Ilustrator Freelance, tahun 2015-sekarang

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. SD Negeri Panggung 1 Semarang tahun belajar 1979-1985
2. SMP Negeri 3 Semarang tahun belajar 1985-1988
3. SMA Negeri 1 Semarang tahun belajar 1988-1991
4. FT Arsitektur Undip Semarang tahun belajar 1991-1996

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Rumah Ajaib, Penerbit Elaxmedia Komputindo, tahun 2009
2. Karnaval Loli, Penerbit Elaxmedia Komputindo, tahun 2009
3. Seri Buku Stiker Kolase, Penerbit Bhuana Ilmu Populer, tahun 2010
4. Cerita Rakyat Nusantara. Penerbit Bhuana Ilmu Populer, tahun 2012
5. Siri Cerita Berirama, Penerbit PTS Malaysia, tahun 2016
6. Seri Komilag, Direktorat PAUD dan Dikmas, tahun 2016-2017
7. Seri Aku Anak Cerdas, Penerbit Bhuana Ilmu Populer, tahun 2018
8. Seri 60 Aktivitas Anak, Penerbit Bhuana Ilmu Populer, tahun 2019
9. Seri Tangguh Bencana, Direktorat PAUD dan Dikmas, tahun 2019

Penghargaan:

1. Juara Pertama Lomba Komik Departemen Agama tahun 2004
2. Juara Pertama Lomba Maskot Pilkada Kab. Pidie Jaya tahun 2017
3. Juara Pertama Lomba Maskot Pilkada Kab. Mamasa tahun 2017
4. Lima karya terbaik Lomba Maskot Germas tahun 2018
5. Juara Pertama Lomba Maskot Pilkada Kota Bitung tahun 2019
6. Juara Pertama Lomba Maskot Pilkada Kota Manado tahun 2019

Profil Penyunting



Nama Lengkap : Dr. Raden Safrina, M.A.
Email : safrina@upi.edu
Instansi : Universitas Pendidikan Indonesia
Alamat Instansi : Jalan Setiabudhi 229 Bandung 40159
Bidang Keahlian : Susastra – Sastra Anak dan Remaja

Riwayat Pekerjaan/Profesi (10 tahun terakhir):

1. Kepala Balai Bahasa UPI (Sekarang-2019)
2. Ketua Departemen Pendidikan Bahasa Inggris (2017-2013)
3. Ketua Pusat Kajian Wanita dan Anak UPI (2011-2015)
4. Ketua Prodi Bahasa dan Sastra Inggris UPI (2009-2011)
5. Ketua Pusat Kajian Australia.

Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Fakultas Ilmu Budaya, Universitas Indonesia (2005)
2. S2 – School of English and Linguistics, Macquarie University (1994)
3. S1 – Fakultas Keguruan Sastra dan Seni (1986)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Sahabatku Indonesia: Tingkat C2 Safrina Noorman & Nurul Maria Jakarta: Pusat Pengembangan Strategi dan Diplomasi, 2016
2. Kajian Sastra Remaja Lupus: Remaja jakarta di posisi antara – Kiblat Buku Utama 2011

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Doing Feminist Action Research for Disrupting Traditional Gender Discourses in Kindergartens in Indonesia – 2021
2. Representations of Disney Princesses in Indonesian books for children – 2020
3. Pengembangan Model Pembelajaran Pendidikan Anak Usia
4. Dini (Paud) Yang Sensitive Gender -2017

Profil Penyunting



Nama Lengkap : Made Ayu Utami Chandra D, S.S.
Email : madeayutami@gmail.com
Bidang Keahlian : Penyunting

Riwayat Pekerjaan (10 tahun terakhir):
1. Freelance Editor

Riwayat Pendidikan Tinggi dan Tahun Belajar:
1. S1 Sastra Inggris Universitas Negeri Jakarta (Lulus Tahun 2018)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):
1. Buku Siswa dan Guru Bahasa Inggris SMA Kelas XI Tingkat Lanjut (Pusbuk, Kemendikbud 2021)

Profil Penata Letak (Desainer)



Nama Lengkap : Kiata Alma Setra
Email : kiatasetra@gmail.com
Instansi : APBI (Asosiasi Perancang Buku Indonesia)
Alamat Instansi : Jl. Semangka 2 No. 343 Pancoran Mas, Depok 16432
Bidang Keahlian : Penatan Letak (Desainer), Penulis Konten, Spesialis Sosial Media.

Riwayat Pekerjaan (10 tahun terakhir):
1. (2015-Sekarang) Penata Letak (Desainer)
2. (2017-Sekarang) Penulis Konten dan Spesialis Sosial Media

Riwayat Pendidikan Tinggi dan Tahun Belajar:
1. D3 : Jurusan Penerbitan - Politeknik Negeri Media Kreatif Jakarta (Polimedia)

Buku yang Pernah di Buat Ilustrasi / Desain dan Tahun Terbit (10 Tahun Terakhir):
1. Berbagai Buku Panduan Guru dan Buku Teks Pelajaran di Pusat Kurikulum dan Perbukuan (2015-sekarang)
2. Berbagai Buku ajar di Polimedia Publishing (2014-2016)